



# La Paloma Elementary School

300 Heald Lane • Fallbrook, CA 92028-2108 • (760) 731-4220 • Grades TK-6

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Fallbrook Union Elementary School District

321 Iowa Street  
Fallbrook, CA 92028-2108  
(760) 731-5400  
[www.fuesd.org](http://www.fuesd.org)

#### District Governing Board

Caron Lieber, President

Suzanne Lundin, Vice President

Ricardo Favela, Clerk

Susan Liebes

JoAnn Lopez

#### District Administration

Candace Singh, Ed.D.  
Superintendent

### School Description

La Paloma Elementary is a school of scholars, leaders, and professionals who work in collaboration to empower each student with the academic expertise, leadership, and personal growth that will prepare them for the college and career of their choice. Our school was recognized by the California Department of Education as a Distinguished School in 2014 and as an Honor Roll School in 2015 and 2017. La Paloma is one of eight schools in the Fallbrook Union Elementary School District. We serve an ethnically diverse community in the northern part of San Diego County. Approximately 34 percent of the students who attend La Paloma speak English as a second language, and over 73 percent come from families considered to be socioeconomically disadvantaged.

At La Paloma, we have established a culture of achievement for all by creating a school environment that embraces inclusion, leadership, intentional instruction, and meaningful engagement of all stakeholders on a beautiful, well-maintained campus. To effectively serve our students with special needs, we have two learning centers and an Intensive Behavior Intervention program, at both the primary and intermediate levels. The teachers in our special education programs work closely with our general education teachers to ensure our students in special education learn alongside their general education peers. In addition to intentionally creating a culture of inclusion, we work to develop the leadership skills of both students and adults. The Leader in Me program is infused throughout our school culture in order to cultivate the personal leadership skills of students, and enhance the personal and professional leadership skills of our staff. In 2017 we were honored as a Lighthouse Leadership school by Franklin Covey. An important part of our leadership practice is for adults and students to work in concert to create and maintain learning environments that are inspiring and engaging. Motivating leadership quotes adorn our halls and college flags are flown outside of each classroom door. Our garden extends learning beyond the classroom walls. Inside the classroom, teachers are intentional about creating differentiated learning experiences that are engaging and responsive to the needs of each student. In addition, a part-time intervention / Language Academy teacher and 3 intervention technicians provide targeted instruction to ensure all students master the academic standard. In concert with differentiation, we personalize learning by using Thrively to identify and build upon the interests and strengths of our students. Our strong focus on cross curricular integrated units gives our students the opportunity to learn the standards across content areas and also develop their 21st Century skills. Technology is meaningfully integrated into teaching and learning through the use of Chromebooks, Discovery Education, Defined Learning and additional instructional resources. Children are not the only learners at La Paloma. Our teachers continuously refine their practice by participating in regular professional development and collaboration. Teachers are supported in their instruction of science, technology, engineering and mathematic. La Paloma is a place of continuous learning and meaningful engagement for adults. Teachers meet in grade level teams weekly for focused collaboration. Both certificated and classified employees regularly attend district-level professional development and outside conferences. We educate parents through Parent Academies, and welcome all to share innovative ideas for our school through site councils and Coffee & Conversation with the Principal meetings. It is our vision that by creating a culture of achievement for all, we can develop individuals whose joy in learning, personal integrity, and compassionate leadership enable them to lead meaningful lives as contributing citizens in a changing, dynamic world.

### Mission Statement:

To empower each student with the academic expertise, leadership, and personal growth that will prepare them for the college and career of their choice.

## About the SARC

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	82
Grade 2	82
Grade 3	71
Grade 4	93
Grade 5	71
Grade 6	78
<b>Total Enrollment</b>	<b>562</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.5
Hispanic or Latino	63.8
Native Hawaiian or Pacific Islander	0.2
White	28
Two or More Races	5.2
Socioeconomically Disadvantaged	71.8
English Learners	34.5
Students with Disabilities	10.2
Homeless	0.5

## 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 for La Paloma Elementary	18-19	19-20	20-21
With Full Credential	29	29	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Fallbrook Union	18-19	19-20	20-21
With Full Credential	♦	♦	277
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at La Paloma Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks are recommended by District academic committees which have representation from all school sites. A public review of proposed adoptions is advertised, and community members are invited to participate in this process. All students are assigned adopted textbooks. In Fallbrook Union Elementary School District each pupil, including English learners, has access to his or her own copy of the Standards-aligned textbooks (approved by the State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, and history-social science to use in class and to take home. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Visual and performing arts are taught to all students through integrated lesson plans during regular curriculum instruction.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 2021 January

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>CA Treasures, Macmillan/McGraw-Hill (K-6) Adopted in 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>Fallbrook UESD Math Units of Study (K-5) Adopted in 2016</p> <p>California Math, McGraw-Hill Education (6-8) Adopted in 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>Macmillan/McGraw-Hill (K-6) Adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>Pearson Scott Foresman (K-5) Adopted in 2006</p> <p>Glencoe/McGraw-Hill (6-8) Adopted in 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Visual and Performing Arts	<p>Macmillan/McGraw-Hill (K-6) Adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

La Paloma Elementary School has 38 classrooms as well as auxiliary rooms including a library, multipurpose room and cafeteria. All classrooms, library, offices and staff lounge have upgraded technology and internet access. The Facilities Department has systems in place to maintain a safe and orderly campus. Detailed cleaning schedules as well as major maintenance life cycle plans for items such as hvac, roofs, flooring and mechanical systems are utilized. District maintenance staff ensures that the maintenance necessary to keep the school in good repair is completed in a timely manner. A Facilities Management system is used to ensure safety related repairs are given high priority. A facility assessment is done annually to identify and prioritize potential facility improvements. All areas of deficiency listed below have been corrected or remedial action is planned.

### 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 rate for each system inspected
- The overall rating

**Year and month in which data were collected: 11/19/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Several ceiling tiles need replacement or repair. A tackable wall surface needs repair. Cove base needs replacement.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Receptacle outlets are loose. A light switch was not working.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	A faucet has low pressure and a sink has a slow leak. A sink is slow to drain, needs to be cleared.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Dry rot at a soffit needs repair. A few areas had minor roof leaks, needing repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	A trip hazard near a door needs to be removed. Window blinds would not open in a classroom.
<b>Overall Rating</b>	<b>Good</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	57	N/A	53	N/A	50	N/A
Math	47	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	21	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

La Paloma Elementary School is committed to working with our parents to extend and enrich the school experience for all students. We believe in providing parents and families with regular communication through our school website, Peachjar flyers, "all calls," social media feeds, and our weekly communication folders. Opportunities for parents to engage in the school are outlined annually in our Parent and Family Engagement Plan. We welcome parents on our campus/or virtually and annually offer a "Meet and Greet" before school begins, a Fall "Back To School Night," student-led parent conferences, Coffee and Conversation with the Principal, a "Leadership Day," Family STEM events, and a Spring "Open House", whether it is in-person following all safety protocols or virtually. We offer a variety of parent volunteer, education, and engagement opportunities in our virtual site environments. We encourage parents and community members to join the Parent Teacher Association (PTA), and to participate by attending various school committee meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC) and Lighthouse Leadership Meetings, virtually or in-person if allowable. For more information regarding parent involvement opportunities please see the school site Parent and Family Engagement Plan, contact the site administration or your child's teacher.

**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.

**School Safety Plan (School Year 2020-2021)**

Each Fallbrook Union Elementary School District site completes a Comprehensive School Safety Plan (CSSP), including a disaster preparedness plan annually. School administrators work closely with local law enforcement, fire department and/or the Provost Marshall's Office on Camp Pendleton who review the plans and also participate in emergency drills, provide feedback, attend site and district safety meetings and collaboratively help to improve overall campus safety, climate, and security. Copies of the Comprehensive School Safety Plans are available for review at each school office. The plan includes emergency procedures for school safety, natural disasters, and campus intruders. It also contains appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. Students, teachers, and staff are trained to prepare for a wide range of emergency situations, and frequent drills help to refine emergency skills, policies, and procedures at all school sites. Following each drill, specific and intentional feedback is sought from all participants to continually improve emergency procedures, and improve campus safety.

School and district administrators immediately investigate threats of harm. Teachers and administrators seek to foster lines of open communication so students and parents feel comfortable reporting inappropriate activity including bullying, harassment, or threats. All FUESD staff take a strong stand against threatening behavior or bullying and investigate complaint matters fully. Many positive programs exist districtwide to enhance and continually improve school culture and climate, including Positive Behavior Intervention and Support, Restorative Practices, Suicide Prevention, Anti-Vaping Education and Trauma-Informed Practices.

Finally, every school site and the district office have developed safe reopening plans to address the COVID-19 pandemic and can be found on the district website at <http://www.fuesd.org>. Plans were developed in consultation with the County of San Diego Health and Human Services Agency, Public Health Services, and is based on the guidance articulated by the California Department of Public Health in its COVID-19 Industry Guidance: Schools and School Based Programs. The plans outline general health and safety measures, practices to promote healthy hygiene, cleaning, disinfection and ventilation procedures, social distancing measures, and staff training. Use of these plans demonstrate compliance with the county public health order and may change based on guidance from public health.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	0.3	1.2	1.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.2	0.6	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	N/A

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.82
Psychologist	1.0
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	.75

\*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.

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		4		22	1	3		21	1	3	
1	22	1	2		23		4		27		3	
2	24		3		24		3		25		3	
3	22		3		27		3		23		3	
4	34		1	1	34		1	1	29		3	
5	29		3		35			2	29		3	
6	29		2		30		3		31		2	
Other**	4	2			12	3			6	2		

\*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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	56	46	13

The 2020-21 school year was a particularly challenging year, due to the COVID-19 pandemic and school closures. Professional development (PD) priorities shifted and the delivery model of PD needed to be modified. FUESD continues to provide research-based professional learning to support the effective implementation of standards-based curriculum, instruction and assessment. During the 2020-21 school year, all teachers continue to be supported in their effective discernment in applying the District's instructional framework which encompasses Direct Interactive Instruction (DII), the 5 Es (Engage, Explain, Elaborate, and Evaluate) Model of Instruction and Project Based Learning (PBL). All teachers are supported in their implementation of new supplemental curriculum, Lingual Learning, to teach English Language Development (ELD). All teachers have attended standards-based training in California State Standards Mathematics and English Language Arts. Every school site also developed site-specific professional growth plans that are aligned with the FUESD Blueprint for Student Success 3.0. Each Friday is a shortened school day devoted to structured teacher collaboration and planning. All teachers and classified staff have been trained in the District's student and adult leadership initiative, The Leader in Me, based on Stephen Covey's work in developing the "7 Habits of Highly Effective People." Staff members attend training outside of the district facilitated by highly trained and respected professional educators to support the effective implementation of instructional initiatives. During the 2020-21 school year staff attended professional development in the areas of Mathematics Conceptual Understanding, STEM, English Language Development, Data Analysis and online Distance Learning tools and instructional strategies. It should be noted that Professional Development was offered virtually during the 2020-21 school year.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,607	\$50,574
<b>Mid-Range Teacher Salary</b>	\$79,101	\$76,649
<b>Highest Teacher Salary</b>	\$105,444	\$98,993
<b>Average Principal Salary (ES)</b>	\$127,661	\$125,150
<b>Average Principal Salary (MS)</b>	\$136,826	\$129,394
<b>Average Principal Salary (HS)</b>		\$122,053
<b>Superintendent Salary</b>	\$308,953	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
<b>Teacher Salaries</b>	31.0	34.0
<b>Administrative Salaries</b>	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

- Title I (Basic Grant)
- Title II (Part A)
- Title III (for Limited English Proficient Students)
- Title III (Immigrant)
- LCFF (Supplemental/Concentration)
- Migrant
- Special Education
- National School Lunch Program

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
<b>School Site</b>	\$6,738.44	\$305.85	\$6,432.59	\$83,100
<b>District</b>	N/A	N/A	\$6,041.81	\$85,733
<b>State</b>	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
<b>School Site/District</b>	6.3	-3.1
<b>School Site/ State</b>	-18.6	3.1

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