

# La Paloma Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	La Paloma Elementary School
<b>Street</b>	300 Heald Lane
<b>City, State, Zip</b>	Fallbrook, CA 92028-2108
<b>Phone Number</b>	(760) 731-4220
<b>Principal</b>	Claudia D'Leon
<b>Email Address</b>	cdleon@fuesd.org
<b>School Website</b>	<a href="https://lap.fuesd.org/">https://lap.fuesd.org/</a>
<b>County-District-School (CDS) Code</b>	37-68114-6038269

## 2021-22 District Contact Information

<b>District Name</b>	Fallbrook Union Elementary School District
<b>Phone Number</b>	(760) 731-5400
<b>Superintendent</b>	Candace Singh, Ed.D.
<b>Email Address</b>	csingh@fuesd.org
<b>District Website Address</b>	www.fuesd.org

## 2021-22 School Overview

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 Elementary School, 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 full time school counselor supports Social Emotional learning for all students through classroom lessons and small groups.

At La Paloma, we nurture leadership, innovation, and intellectual curiosity to prepare each student to embrace lifelong learning. Our staff challenges students to explore, read, imagine, write, create, and compute so that they have the breadth and depth of experience to become confident and informed scholars and leaders. We challenge and encourage students to make connections between their studies and the real world. 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, Reading Intervention 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

## 2021-22 School Overview

the opportunity to learn the standards across content areas and also develop their 21st Century skills. Teachers are supported in their instruction of science, technology, engineering and mathematics with the assistance of our full-time Innovation Lab teacher. With a strong focus on STEM and hands-on learning, La Paloma students have the opportunity to engage in hands on science in our Innovation Lab. Our school garden extends learning beyond the classroom walls. Technology is meaningfully integrated into teaching and learning through the use of Chromebooks, Defined Learning, Freckle as well as in our Innovation lab, and additional instructional resources. Art is also integrated into students learning in the classroom, along with the opportunity to visit Luminary Arts for music, dance and theatre.

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 mathematics. La Paloma is a place of continuous learning and meaningful engagement for adults. Teachers meet in grade level teams weekly for focused collaboration and data analysis. 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.

### Vision Statement:

To develop individuals whose joy in learning, personal integrity, courage, and compassionate leadership enable them to lead meaningful lives as contributing citizens in a changing, dynamic world.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	58
Grade 2	63
Grade 3	64
Grade 4	59
Grade 5	66
Grade 6	63
<b>Total Enrollment</b>	<b>439</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	1.1
Hispanic or Latino	71.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.2
White	22.6
English Learners	36
Homeless	0.2
Socioeconomically Disadvantaged	73.1
Students with Disabilities	15.9

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
<b>Total Teaching Positions</b>	<b>29</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
<b>Total Out-of-Field Teachers</b>	<b>0</b>

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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, as well as outside contractors.

**Year and month in which the data were collected**

2022 January

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Education, Advance (K-5) Adopted in 2021	Yes	0
<b>Mathematics</b>	Fallbrook UESD Math Units of Study (K-5) Adopted in 2016	Yes	0
	McGraw-Hill Education, California Math (6-8) Adopted in 2016		

<b>Science</b>	Macmillan/McGraw-Hill (K-6) Adopted in 2007	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman (K-5) Adopted in 2006	Yes	0
	Teachers' Curriculum Institute (6-8) Adopted in 2017		
<b>Visual and Performing Arts</b>	Macmillan/McGraw-Hill (K-6) Adopted in 2007	Yes	0

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

12/09/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			AC units not holding temperature
<b>Interior:</b> Interior Surfaces	X			Stained ceiling tile in several areas Section of wall treatment missing
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Restroom faucet rusted
<b>Electrical</b>	X			A few lights are out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			A sink is slow to drain, needs to be cleared A faucet has low pressure A drain is disconnected to fixture One urinal is out of operation and one continues to run
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Roof hatch hardware not working Fire panel in trouble mode
<b>Structural:</b> Structural Damage, Roofs	X			Damage to siding and siding is warping A few roof leaks
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Asphalt lifting near sidewalk A window blind cord is broken and one is not working Raised cement near entry Room number worn off placard in a few rooms Door handle lock not working

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	251	NT	NT	NT	NT
<b>Female</b>	116	NT	NT	NT	NT
<b>Male</b>	135	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	181	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	56	NT	NT	NT	NT
<b>English Learners</b>	101	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	13	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	181	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	34	NT	NT	NT	NT
<b>Students with Disabilities</b>	48	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	NT	NT	NT	NT
Female	116	NT	NT	NT	NT
Male	135	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	181	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	56	NT	NT	NT	NT
English Learners	101	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	181	NT	NT	NT	NT
Students Receiving Migrant Education Services	34	NT	NT	NT	NT
Students with Disabilities	48	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR 360 Student Groups	STAR 360 Total Enrollment	STAR 360 Number Tested	STAR 360 Percent Tested	STAR 360 Percent Not Tested	STAR 360 Percent At or Above Grade Level
All Students	252	227	90.08	9.92	47.58
Female	111	101	90.99	9.01	47.52
Male	141	126	89.36	10.64	47.62
American Indian or Alaska Native	1	1	100	0	0
Asian	3	3	100	0	100

<b>Black or African American</b>	4	3	75	25	33.33
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	179	163	91.06	8.94	42.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	4	5	83.33	16.67	40
<b>White</b>	58	52	89.66	10.34	63.46
<b>English Learners</b>	98	88	89.8	10.2	30.68
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	182	167	91.76	8.24	43.71
<b>Students Receiving Migrant Education Services</b>	34	32	94.12	5.88	28.12
<b>Students with Disabilities</b>	53	47	88.68	11.32	53.19

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR 360 Student Groups</b>	<b>STAR 360 Total Enrollment</b>	<b>STAR 360 Number Tested</b>	<b>STAR 360 Percent Tested</b>	<b>STAR 360 Percent Not Tested</b>	<b>STAR 360 Percent At or Above Grade Level</b>
<b>All Students</b>	226	226	89.68	10.32	23.45
<b>Female</b>	111	98	88.29	11.71	22.45
<b>Male</b>	141	128	90.78	9.22	24.22
<b>American Indian or Alaska Native</b>	1	1	100	0	0
<b>Asian</b>	3	3	100	0	100
<b>Black or African American</b>	4	3	75	25	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	179	161	89.94	10.06	16.77
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	6	5	83.33	16.67	20
<b>White</b>	58	53	91.38	8.62	41.51
<b>English Learners</b>	98	85	86.73	13.27	5.88
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	182	165	90.66	9.34	19.39
<b>Students Receiving Migrant Education Services</b>	34	30	88.24	11.76	10

<b>Students with Disabilities</b>	53	48	90.57	9.43	14.58
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	65	NT	NT	NT	NT
<b>Female</b>	34	NT	NT	NT	NT
<b>Male</b>	31	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	48	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	12	NT	NT	NT	NT
<b>English Learners</b>	29	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	46	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

### 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 area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	548	515	171	33.2
Female	252	236	76	32.2
Male	296	279	95	34.1
American Indian or Alaska Native	1	1	1	100.0
Asian	5	5	0	0.0
Black or African American	7	6	1	16.7
Filipino	1	1	0	0.0
Hispanic or Latino	380	361	136	37.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	20	20	8	40.0
White	132	119	25	21.0
English Learners	213	203	82	40.4
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	394	377	133	35.3
Students Receiving Migrant Education Services	52	51	25	49.0
Students with Disabilities	103	101	38	37.6

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.33	0.00	1.22	0.38	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.67	0.73	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

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.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		4	
2	24		3	
3	27		3	
4	34		1	1
5	35			2
6	30		3	
Other	12	3		



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	27		3	
2	25		3	
3	23		3	
4	29		3	
5	29		3	
6	31		2	
Other	6	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	19	3		
2	21	1	2	
3	21	1	2	
4	22		3	
5	22		3	
6	26		2	
Other	5	2		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	439

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.82
Psychologist	0.9
Social Worker	0
Nurse	.37
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	.75

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,012.78	\$292.40	\$6,720.38	\$83,844.00
District	N/A	N/A	\$6,867.23	\$83,967
Percent Difference - School Site and District	N/A	N/A	-2.2	-0.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-22.7	-2.4

## 2020-21 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
- Elementary & Secondary School Emergency Relief
- Governor's Emergency Education Relief
- TUPE Grant (middle schools)

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,631	\$52,060
<b>Mid-Range Teacher Salary</b>	\$82,265	\$84,043
<b>Highest Teacher Salary</b>	\$109,662	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$133,792	\$133,582
<b>Average Principal Salary (Middle)</b>	\$150,082	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$327,738	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	30%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

The 2021-22 school year was a particularly challenging year, due to the COVID-19 pandemic, staffing challenges and substitute shortages. Professional development (PD) priorities shifted and the delivery model of PD needed to be modified. During the 2021-22 school year much of the PD needed to be provided virtually and outside of the school day due to the shortage of substitute teachers. Neither of these conditions were ideal. FUESD continues to provide research-based professional learning to support the effective implementation of standards-based curriculum, instruction and assessment. 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." Additionally, all teachers were supported in their implementation of the newly adopted ELA/ELD curriculum (Benchmark for TK-5 and StudySync for 6-8). The publishers provided training as did the site Literacy Coaches. The Educational Services department also provided PD in the areas of Mathematics Conceptual Understanding, Project Based Learning, English Language Development, Data Analysis and effective use of materials to address learning loss due to school closures and loss of instructional time. Funds were allocated to allow for each site to personalize their professional development opportunities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	46	13	33

# Fallbrook Union Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Fallbrook Union Elementary School District
<b>Phone Number</b>	(760) 731-5400
<b>Superintendent</b>	Candace Singh, Ed.D.
<b>Email Address</b>	csingh@fuesd.org
<b>District Website Address</b>	www.fuesd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3055	16	0.52	99.48	6.25
Female	1424	8	0.56	99.44	--
Male	1631	8	0.49	99.51	--
American Indian or Alaska Native	--	--	--	--	--
Asian	25	0	0.00	100.00	--
Black or African American	66	1	1.52	98.48	--
Filipino	14	0	0.00	100.00	--
Hispanic or Latino	1990	9	0.45	99.55	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	139	0	0.00	100.00	--
White	811	6	0.74	99.26	--
English Learners	899	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	50	0	0.00	100.00	--
Military	739	4	0.54	99.46	--
Socioeconomically Disadvantaged	2276	10	0.44	99.56	--
Students Receiving Migrant Education Services	312	3	0.96	99.04	--
Students with Disabilities	516	16	3.10	96.90	6.25

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3055	16	0.52	99.48	0.00
Female	1424	8	0.56	99.44	--
Male	1631	8	0.49	99.51	--
American Indian or Alaska Native	--	--	--	--	--

<b>Asian</b>	25	0	0.00	100.00	--
<b>Black or African American</b>	66	1	1.52	98.48	--
<b>Filipino</b>	14	0	0.00	100.00	--
<b>Hispanic or Latino</b>	1990	9	0.45	99.55	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	139	0	0.00	100.00	--
<b>White</b>	811	6	0.74		--
<b>English Learners</b>	899	0	0.00	100.00	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	50	0	0.00	100.00	--
<b>Military</b>	739	4	0.54	99.46	--
<b>Socioeconomically Disadvantaged</b>	2276	10	0.44	99.56	--
<b>Students Receiving Migrant Education Services</b>	312	3	0.96	99.04	--
<b>Students with Disabilities</b>	516	16	3.10	96.90	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR 360 Student Groups</b>	<b>STAR 360 Total Enrollment</b>	<b>STAR 360 Number Tested</b>	<b>STAR 360 Percent Tested</b>	<b>STAR 360 Percent Not Tested</b>	<b>STAR 360 Percent At or Above Grade Level</b>
<b>All Students</b>	3045	2695	88.51	11.49	38.55
<b>Female</b>	1404	1262	89.89	10.11	37.32
<b>Male</b>	1637	1433	87.54	12.46	39.64
<b>American Indian or Alaska Native</b>	2	2	100	0	0
<b>Asian</b>	21	21	100	0	47.62
<b>Black or African American</b>	63	52	82.54	17.46	51.92
<b>Filipino</b>	12	12	100	0	50
<b>Hispanic or Latino</b>	1998	1785	89.34	10.66	31.71
<b>Native Hawaiian or Pacific Islander</b>	9	8	88.89	11.11	25
<b>Two or More Races</b>	134	121	90.3	9.7	56.2
<b>White</b>	802	694	86.53	13.47	51.87
<b>English Learners</b>	900	812	90.22	9.78	20.57
<b>Foster Youth</b>	8	5	62.5	37.5	40
<b>Homeless</b>	18	18	100	0	44.44
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2283	2028	88.83	11.17	34.12
<b>Students Receiving Migrant Education Services</b>	316	275	87.03	12.97	28

<b>Students with Disabilities</b>	571	455	79.68	20.32	29.45
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\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR 360 Student Groups	STAR 360 Total Enrollment	STAR 360 Number Tested	STAR 360 Percent Tested	STAR 360 Percent Not Tested	STAR 360 Percent At or Above Grade Level
<b>All Students</b>	3045	2674	87.82	12.18	25.21
<b>Female</b>	1404	1243	88.53	11.47	22.45
<b>Male</b>	1637	1431	87.42	12.58	27.6
<b>American Indian or Alaska Native</b>	2	2	100	0	0
<b>Asian</b>	21	21	100	0	57.14
<b>Black or African American</b>	63	53	84.13	15.87	20.75
<b>Filipino</b>	12	10	83.33	16.67	40
<b>Hispanic or Latino</b>	1998	1778	88.99	11.01	17.83
<b>Native Hawaiian or Pacific Islander</b>	9	8	88.89	11.11	0
<b>Two or More Races</b>	134	121	90.3	9.7	41.32
<b>White</b>	802	681	84.91	15.09	41.12
<b>English Learners</b>	900	811	90.11	9.89	6.54
<b>Foster Youth</b>	8	6	75	25	16.67
<b>Homeless</b>	18	18	100	0	27.78
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2283	2023	88.61	11.39	18.78
<b>Students Receiving Migrant Education Services</b>	316	276	87.34	12.66	11.59
<b>Students with Disabilities</b>	571	469	82.14	17.86	8.53

\*At or above the grade-level standard in the context of the local assessment administered.