

# Mary Fay Pendleton Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2022-23 School Contact Information

<b>School Name</b>	Mary Fay Pendleton Elementary School
<b>Street</b>	110 Marine Drive
<b>City, State, Zip</b>	Oceanside, CA 92058-8234
<b>Phone Number</b>	(760) 731-4050
<b>Principal</b>	Brian Frost
<b>Email Address</b>	bfrost@fuesd.org
<b>School Website</b>	<a href="https://mfp.fuesd.org/">https://mfp.fuesd.org/</a>
<b>County-District-School (CDS) Code</b>	37-68114-6038301

## 2022-23 District Contact Information

<b>District Name</b>	Fallbrook Union Elementary School District
<b>Phone Number</b>	(760) 731-5400
<b>Superintendent</b>	Cynthia Martin, Interim
<b>Email Address</b>	cmartin@fuesd.org
<b>District Website Address</b>	www.fuesd.org

## 2022-23 School Overview

Mary Fay Pendleton is a Transitional Kindergarten - Eighth grade school that boasts of proud traditions and new opportunities. We believe it is essential to create a close home-school partnership to fully support our students' personal growth and intellectual development. We serve a diverse community in north San Diego County. Over 90 percent of the students attending Mary Fay Pendleton are from military connected families, and 52.9 percent are from families considered socioeconomically disadvantaged. Our primary focus is to increase student achievement for all students while also closing the achievement gap. We create rigorous learning experiences that require independent thought and application of knowledge because we believe all students will learn, and we have systems in place to advance the achievement of every student. Todd Whitaker states, "Without great teachers, the school lacks the keystone of greatness." Our school has a highly skilled and dedicated staff utilizing the common instructional framework of Strategic Learning Practices and is supported by job-embedded instructional coaching. Mary Fay has embraced two initiatives to develop a culture of leadership. First, The Leader in Me focuses students on developing leadership skills empowering them to be productive members in their communities. Second, Mary Fay has fully implemented Professional Learning Communities (PLCs) amongst the staff. Our staff has high expectations for themselves and their students. We are committed to providing a guaranteed, viable curriculum with the belief that all students will learn. We ensure all learning tasks are meaningful and aligned to standards-based objectives. Mary Fay Pendleton also offers a broad course of study weaving science lab experiences into the academic week. Students also engage in the arts through opportunities with music, theater, and dance. Collectively, we ensure every student has the opportunity to succeed socially, emotionally and academically.

### Mission Statement:

Mary Fay Pendleton is committed to developing each student's academic, social, emotional, and physical well-being through a safe, engaging, and rigorous, standards-based learning environment focused on leadership and a college-bound culture.

### Vision Statement:

Mary Fay provides a culture of leadership, high academic rigor, and personal growth to all students in a safe and enriching environment.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	118
Grade 2	100
Grade 3	91
Grade 4	95
Grade 5	73
Grade 6	73
Grade 7	52
Grade 8	39
Total Enrollment	756

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.4
Asian	1.2
Black or African American	7.8
Filipino	0.3
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	11.4
White	47.9
English Learners	1.5
Foster Youth	0.0
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	28.4
Students with Disabilities	13.2

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.40	100.00	236.10	100.00	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	26.40	100.00	236.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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

2023 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  McGraw-Hill Education, StudySync (6-8) Adopted in 2021	Yes	0
<b>Mathematics</b>	FUESD Math Units of Study (K-5) Adopted in 2016  McGraw-Hill Education, California Math (6-8) Adopted in 2016	Yes	0
<b>Science</b>	Macmillan/McGraw-Hill (K-6) Adopted in 2007  Fallbrook UESD NGSS Units of Study (7-8) Adopted in 2018	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman (K-5) Adopted in 2006  Teachers' Curriculum Institute (6-8) Adopted in 2017	Yes	0
<b>Visual and Performing Arts</b>	Macmillan/McGraw-Hill (K-6) Adopted in 2007	Yes	0

## School Facility Conditions and Planned Improvements

Mary Fay Pendleton School has 50 classrooms as well as auxiliary rooms including a library, gym/auditorium, 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. HVAC systems are well maintained with regular filter changes. 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 has been upgraded and 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. The school opened in 2021 after new construction and is in excellent condition.

Year and month of the most recent FIT report

09/30/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Two HVAC units are not holding temperature
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Receptacle not working An exterior light is out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			A restroom mirror has a chip A restroom faucet is dripping A drinking fountain has a slow leak
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			An office door is dragging a little bit An overhead coiling door not closing properly There is a broken water line flange The tint is peeling off a window

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	67	N/A	49	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	53	N/A	33	N/A	33

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	433	420	97.00	3.00	67.38
<b>Female</b>	218	213	97.71	2.29	73.24
<b>Male</b>	215	207	96.28	3.72	61.35
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	36	34	94.44	5.56	67.65
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	129	123	95.35	4.65	65.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	45	100.00	0.00	60.00
<b>White</b>	215	210	97.67	2.33	69.05
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	402	390	97.01	2.99	67.44
<b>Socioeconomically Disadvantaged</b>	221	215	97.29	2.71	61.40
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	84	80	95.24	4.76	32.50

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	433	414	95.61	4.39	52.90
<b>Female</b>	218	210	96.33	3.67	55.24
<b>Male</b>	215	204	94.88	5.12	50.49
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	36	34	94.44	5.56	47.06
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	129	123	95.35	4.65	52.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	45	100.00	0.00	46.67
<b>White</b>	215	204	94.88	5.12	54.90
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	402	385	95.77	4.23	53.25
<b>Socioeconomically Disadvantaged</b>	221	209	94.57	5.43	49.28
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	84	80	95.24	4.76	26.25

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	56.03	NT	34.72	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	118	116	98.31	1.69	56.03
<b>Female</b>	60	59	98.33	1.67	59.32
<b>Male</b>	58	57	98.28	1.72	52.63
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	31	30	96.77	3.23	46.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	15	100	0	60
<b>White</b>	64	64	100	0	62.5
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	110	108	98.18	1.82	55.56
<b>Socioeconomically Disadvantaged</b>	61	59	96.72	3.28	49.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	19	95	5	26.32

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Mary Fay Pendleton 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, robo-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 in person or virtually and annually offer a "Meet and Greet" before school begins, a Fall Back To School Night, student-led parent conferences, Coffee and Conversations with the Principal, a Leadership Day, Family events, and a Spring Open House. We offer a variety of parent volunteer, education, and engagement opportunities in our schools. We encourage parents and community members to join the Parent Teacher Student Association (PTSA), and to participate by attending various school committee meetings such as School Site Council (SSC) and Lighthouse Leadership Meetings. For more information regarding parent involvement opportunities please see the school's Parent and Family Engagement Plan; contact the site administration or your child's teacher.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	859	833	271	32.5
Female	420	408	122	29.9
Male	439	425	149	35.1
American Indian or Alaska Native	3	3	3	100.0
Asian	12	12	3	25.0
Black or African American	70	69	18	26.1
Filipino	3	2	0	0.0
Hispanic or Latino	256	250	86	34.4
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	98	95	29	30.5
White	407	392	127	32.4
English Learners	17	16	5	31.3
Foster Youth	0	0	0	0.0
Homeless	15	15	4	26.7
Socioeconomically Disadvantaged	471	458	163	35.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	155	152	62	40.8

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.12	0.73	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.23	0.38	1.39	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.00	0.00
Male	0.46	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.25	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.65	0.00



## 2022-23 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.

## 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	23	2	6	
1	22	1	4	
2	24		4	
3	22		5	
4	31		3	
5	28		3	
6	31		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	21	1	4	
1	17	5		
2	16	3		
3	24		3	
4	25		3	
5	23		3	
6	26		2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24	1	4	
1	22	1	5	
2	22		4	
3	23		4	
4	27		3	
5	26		3	
6	23		3	
Other	10	1		

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	NA			
Mathematics	NA			
Science	NA			
Social Science	NA			

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	NA			
Mathematics	NA			
Science	NA			
Social Science	NA			

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	2	2	
Mathematics	23	2	2	
Science	23	2	2	
Social Science	23	2	2	

## 2021-22 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	756

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	.82
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Nurse</b>	.37
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	.25

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
<b>School Site</b>	\$8,804.81	\$323.23	\$8,481.58	\$98,152.00
<b>District</b>	N/A	N/A	\$6,762.30	\$86,284.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	22.6	12.9
<b>State</b>	N/A	N/A	\$6,594	\$87,271
<b>Percent Difference - School Site and State</b>	N/A	N/A	25.0	11.7

## 2021-22 Types of Services Funded

- Title I (Basic Grant)
- Title II (Part A)
- DoDEA Grant
- LCFF (Supplemental/Concentration)
- Special Education
- National School Lunch Program
- Elementary & Secondary School Emergency Relief
- Extended Learning Opportunities Program
- Educator Effectiveness Block Grant
- Tobacco-Use Prevention Education Grant (6-8)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,641
<b>Mid-Range Teacher Salary</b>	\$82,265	\$83,981
<b>Highest Teacher Salary</b>	\$109,662	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$139,999	\$136,247
<b>Average Principal Salary (Middle)</b>	\$152,435	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$337,570	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	30%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Leading up to the 2022-23 school year, FUESD offered an array of professional development opportunities for teachers and staff in both in-person and virtual formats. Professional development (PD) priorities included the expansion of the Transitional Kindergarten, comprehensive early literacy skills, math strategies, and training for the new Character Strong program. FUESD continues to provide research-based professional learning to support the effective implementation of standards-based curriculum, instruction, and assessment. All new teachers and classified staff were 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." 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 also allocated to allow each school site to personalize professional development opportunities in alignment with the school's plan for student achievement.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	35	58