

La Paloma Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	La Paloma Elementary School
Street	300 Heald Lane
City, State, Zip	Fallbrook, CA 92028-2108
Phone Number	(760) 731-4220
Principal	Aimee Sanders Plette
Email Address	aplette@fuesd.org
School Website	https://lap.fuesd.org/
County-District-School (CDS) Code	37-68114-6038269

2023-24 District Contact Information

District Name	Fallbrook Union Elementary School District
Phone Number	(760) 731-5400
Superintendent	Monika Hazel
Email Address	mhazel@fuesd.org
District Website	www.fuesd.org

2023-24 School Description and Mission Statement

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. In 2022, La Paloma was awarded the California Pivotal Practice (CAPP) Award highlighting an innovative practice that was implemented during the 2020–21 school year, when California required schools to offer distance learning due to the COVID-19 pandemic. La Paloma is one of eight schools in the Fallbrook Union Elementary School District to be recognized. We serve an ethnically diverse community in the northern part of San Diego County. Approximately 32 percent of the students who attend La Paloma speak English as a second language, and over 79 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 center programs 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. We also prioritize social-emotional learning. Our school counselor and our social worker support our staff and students with social-emotional learning resources and skills.

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 full-time Language Academy teacher, Reading Intervention teacher and 3 intervention technicians provide targeted instruction to ensure all students master

2023-24 School Description and Mission Statement

the academic standards. In concert with differentiation, we personalize learning by using a student strength and interest survey to identify and build upon the interests and strengths of our students. Our strong focus on cross curricular integrated units gives our students the opportunity to learn the standards across content areas and also develop their 21st Century skills. 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 1:1 devices, our Innovation lab, and additional instructional resources. Art is also integrated into students learning in the classroom, along with the opportunities 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	64
Grade 2	65
Grade 3	58
Grade 4	78
Grade 5	85
Grade 6	61
Total Enrollment	493

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4%
Male	55.6%
American Indian or Alaska Native	0.2%
Asian	0.8%
Black or African American	0.6%
Filipino	0.2%
Hispanic or Latino	69%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	3.2%
White	24.7%
English Learners	34.5%
Foster Youth	0.2%
Homeless	0.2%
Migrant	4.5%
Socioeconomically Disadvantaged	76.1%
Students with Disabilities	19.3%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	100.00	236.10	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	23.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.90	100.00	245.10	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	25.90	100.00	245.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	2024 January
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education, Advance (K-5) Adopted in 2021	Yes	0
Mathematics	Fallbrook UESD Math Units of Study (K-5) Adopted in 2016 McGraw-Hill Education, California Math (6-8) Adopted in 2016	Yes	0
Science	Macmillan/McGraw-Hill (K-6) Adopted in 2007	Yes	0
History-Social Science	Pearson Scott Foresman (K-5) Adopted in 2006 Teachers' Curriculum Institute (6-8) Adopted in 2017	Yes	0
Visual and Performing Arts	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. 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.

Year and month of the most recent FIT report

11/01/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Carpets are stained and need replacement Wall treatment torn in two areas Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Relocatable shows signs of dry rot
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Sinks are temporarily out of service. Plumbing repair is scheduled Drinking fountain at the sink is not working Drinking fountain sticks, continues to stay on Drinking fountain and a sink have low pressure

School Facility Conditions and Planned Improvements

			Sink drain is rusted
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		Roof leak under breezeway in a few rooms Roof leaks in several areas Siding shows some damage Siding is warped
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Transition between grass and concrete is a trip hazard. Work order already in place Playfield has some gopher holes and low spots from irrigation heads Asphalt needs repair behind a classroom Bushes growing over fence adjacent to a classroom Play wood chips are low in kinder playground

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	53	49	47	47	46
Mathematics (grades 3-8 and 11)	36	44	33	36	33	34

2022-23 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
All Students	288	287	99.65	0.35	53.31
Female	131	130	99.24	0.76	59.23
Male	157	157	100.00	0.00	48.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	198	197	99.49	0.51	45.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	73	73	100.00	0.00	71.23
English Learners	104	103	99.04	0.96	28.16
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	73.33
Socioeconomically Disadvantaged	232	231	99.57	0.43	46.75
Students Receiving Migrant Education Services	20	20	100.00	0.00	20.00
Students with Disabilities	70	70	100.00	0.00	25.71

2022-23 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
All Students	288	288	100.00	0.00	44.10
Female	131	131	100.00	0.00	41.98
Male	157	157	100.00	0.00	45.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	198	198	100.00	0.00	35.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	73	73	100.00	0.00	63.01
English Learners	104	104	100.00	0.00	18.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	66.67
Socioeconomically Disadvantaged	232	232	100.00	0.00	36.64
Students Receiving Migrant Education Services	20	20	100.00	0.00	30.00
Students with Disabilities	70	70	100.00	0.00	24.29

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	34.92	32.56	34.72	36.09	29.47	30.29

2022-23 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
All Students	86	86	100.00	0.00	32.56
Female	35	35	100.00	0.00	31.43
Male	51	51	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	38.46
English Learners	24	24	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	68	100.00	0.00	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	13.64

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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%

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.

2023-24 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, newsletters, 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". We offer a variety of parent volunteer, education, and engagement opportunities at our school sites and centrally, in-person or virtually. 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. 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	522	182	34.9
Female	243	236	82	34.7
Male	294	286	100	35.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	1	0	0.0
Asian	4	4	0	0.0
Black or African American	3	3	2	66.7
Filipino	2	2	0	0.0
Hispanic or Latino	375	363	128	35.3
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	17	16	4	25.0
White	128	127	45	35.4
English Learners	183	180	62	34.4
Foster Youth	2	2	1	50.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	413	403	151	37.5
Students Receiving Migrant Education Services	31	30	8	26.7
Students with Disabilities	123	121	39	32.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	1.21	0.38	1.39	1.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.12	0
Female	1.65	0
Male	0.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.33	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.78	0
English Learners	1.64	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.45	0
Students Receiving Migrant Education Services	3.23	0
Students with Disabilities	2.44	0

2023-24 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, the 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 Awareness and Prevention, Anti-Vaping Education, and Trauma-Informed Practices.

FUESD has taken a proactive approach to increasing safety and promoting a positive climate. We have invested in additional School Counselors, School Social Workers, and School Psychologists who implement our social-emotional learning program, address student engagement and chronic absenteeism, and provide mental health assessments and support.

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.

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		

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	23	1	3	
1	21		3	
2	20	3		
3	19	4		
4	26		3	
5	22		3	
6	26		3	
Other	6	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	3		
1	20	2	1	
2	21	1	2	
3	19	3		
4	26		3	
5	28		3	
6	20	3		
Other	7	2		

2022-23 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	493

2022-23 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.82
Psychologist	1.0
Social Worker	0.5
Nurse	.37
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	.75

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site	\$9,705.31	\$2,478.73	\$7,226.58	\$71,688.00
District	N/A	N/A	\$8,078.29	\$87,346.00
Percent Difference - School Site and District	N/A	N/A	-11.1	-19.7
State	N/A	N/A	\$7,607.00	\$88,288.00
Percent Difference - School Site and State	N/A	N/A	-5.1	-20.8

Fiscal Year 2022-23 Types of Services Funded

- Title I (Basic Grant)
- Title II (Part A)
- Title III (for Limited English Proficient Students)
- 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)

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$55,263	\$54,046
Mid-Range Teacher Salary	\$86,378	\$84,515
Highest Teacher Salary	\$115,145	\$110,867
Average Principal Salary (Elementary)	\$146,068	\$136,841
Average Principal Salary (Middle)	\$157,463	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$347,697	\$217,473
Percent of Budget for Teacher Salaries	29.99%	32.43%
Percent of Budget for Administrative Salaries	5.19%	5.62%

Professional Development

Leading up to the 2023-24 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 Character Strong program for new employees. FUESD continues to provide research-based professional learning to support the effective implementation of standards-based curriculum, instruction, and assessment with a focus on the district-adopted curriculum and Tier 1 strategies. 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 to enhance math instruction and orient to newly-updated unit assessments, Project Based Learning, English Language Development, Data Analysis, and effective use of materials to address student goals. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	33	57	41