

La Paloma Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 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/
Grade Span	TK-6
County-District-School (CDS) Code	37-68114-6038269

2025-26 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

2025-26 School Description and Mission Statement

La Paloma Elementary is a community of scholars, leaders, and professionals dedicated to working collaboratively to empower every student with the academic skills, leadership abilities, and personal growth necessary for success in college, career, and life. Our school has been recognized by the California Department of Education as a Distinguished School in both 2014 and 2024, and as an Honor Roll School in 2014, 2017, and 2024. We proudly serve an ethnically diverse community in northern San Diego County, where approximately 32.4% of our students are English learners and 79% come from socioeconomically disadvantaged families.

At La Paloma, we have built a culture of achievement and inclusion on a beautiful, well-maintained campus that values

2025-26 School Description and Mission Statement

leadership, intentional instruction, and meaningful engagement for all. To support students with special needs, we offer Learning Center programs and Intensive Behavior Intervention programs at both the primary and intermediate levels. Our special education and general education teachers work closely together to ensure all students learn in inclusive settings alongside their peers.

Leadership development is central to our school culture, for both students and adults. We also place a strong emphasis on social-emotional learning, supported by our school counselor and social worker, who provide resources and skill-building opportunities that foster emotional well-being and resilience.

At La Paloma, we nurture leadership and intellectual curiosity to prepare students for lifelong learning. Our teachers challenge students to think critically, read deeply, write effectively, and problem-solve creatively. Instruction is intentionally differentiated and connected to real-world experiences. Students engage in STEAM (Science, Technology, Engineering, Art, and Mathematics) learning supported by our full-time STEAM Lab teacher who helps bring hands-on, inquiry-based learning to life.

Learning extends beyond the classroom—for both students and staff. Teachers at La Paloma are continuous learners who participate in regular professional development and collaborative planning. Grade-level teams meet weekly to analyze data and refine instruction, and both certificated and classified staff take part in ongoing district-level professional learning. La Paloma is truly a community where "everyone learns, grows, and leads together".

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	24
Kindergarten	68
Grade 1	67
Grade 2	64
Grade 3	69
Grade 4	65
Grade 5	56
Grade 6	86
Total Enrollment	499

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	56.1
Asian	0.6
Black or African American	1
Filipino	0.6
Hispanic or Latino	70.7
Native Hawaiian or Pacific Islander	1
Two or More Races	5.6
White	20.4
English Learners	30.9
Homeless	1.6
Migrant	5.8
Socioeconomically Disadvantaged	78.6
Students with Disabilities	19.4

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.

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	234405.2	84
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.1	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.9	5.67
Total Teaching Positions	25.90	100	245.10	100.00	279044.8	100

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.

2022-23 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)	24.4	96.08	242.80	94.55	231142.4	83.24
Intern Credential Holders Properly Assigned	1.00	3.92	14.00	5.45	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.9	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.8	5.15
Total Teaching Positions	25.40	100.00	256.80	100.00	277698	100

Note: The data in this table is based on 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.

2023-24 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)	24.40	95.12	245.50	96.46	230039.4	100
Intern Credential Holders Properly Assigned	1.20	4.88	9.00	3.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12112.8	4.34
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	13705.8	4.91
Total Teaching Positions	25.60	100.00	254.50	100.00	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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	0.00

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

2025-26 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

2026 January

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education, Advance (K-5) Adopted in 2021	0
Mathematics	Fallbrook UESD Math Units of Study (K-5) Adopted in 2016 McGraw-Hill Education, California Math (6-8) Adopted in 2016	0
Science	Macmillan/McGraw-Hill (K-6) Adopted in 2007	0
History-Social Science	Pearson Scott Foresman (K-5) Adopted in 2006 Teachers' Curriculum Institute (6-8) Adopted in 2017	0

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

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

School Facility Conditions and Planned Improvements

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

10/29/2025

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 Stained ceiling tiles Wall treatment torn in two areas Cabinet door out of alignment and difficult to lock Two sagging ceiling tiles Paint is peeling
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Furniture blocking electrical panel Wall plate loose One light is out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain has low pressure Drinking fountain outside is showing corrosion Drinking fountain is loose Drinking fountain is sticking One urinal is loose on the wall Drinking fountain is leaking below Urinal water cap is mis-aligned Sink is slow to drain
Safety: Fire Safety, Hazardous Materials	X			Fire extinguisher is blocked by furniture "Exit" sign is out
Structural: Structural Damage, Roofs	X			Dry rot on fascia corner on the outside overhang
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Concrete joint repair is needed Door is sticking Field has gopher activity Window cover panel is cracked Lock hardware difficult to open Keyway difficult to use on back entrance Men's door handle loose Window has a small crack

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	63	68	52	56	47	48
Mathematics (grades 3-8 and 11)	53	53	42	45	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	269	97.46	2.54	68.40
Female	127	124	97.64	2.36	74.19
Male	149	145	97.32	2.68	63.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	199	194	97.49	2.51	61.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	81.82
White	59	59	100.00	0.00	88.14
English Learners	68	62	91.18	8.82	40.32
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	219	97.33	2.67	64.84
Students Receiving Migrant Education Services	22	22	100.00	0.00	54.55
Students with Disabilities	55	54	98.18	1.82	40.74

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	274	99.28	0.72	52.92
Female	127	126	99.21	0.79	53.97
Male	149	148	99.33	0.67	52.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	199	197	98.99	1.01	45.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	54.55
White	59	59	100.00	0.00	77.97
English Learners	68	67	98.53	1.47	29.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	223	99.11	0.89	47.98
Students Receiving Migrant Education Services	22	22	100.00	0.00	45.45
Students with Disabilities	55	54	98.18	1.82	18.52

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.12	49.15	37.33	39.32	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00	0.00	49.15
Female	34	34	100.00	0.00	55.88
Male	25	25	100.00	0.00	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	39.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	73.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	42.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	21.43

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	97%	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.

2025-26 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, ParentSquare, 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 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. 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. 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	696	529	79	14.9
Female	300	236	35	14.8
Male	396	293	44	15.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	501	376	64	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	38	32	5	15.6
White	128	104	6	5.8
English Learners	205	166	22	13.3
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	507	411	65	15.8
Students Receiving Migrant Education Services	31	31	5	16.1
Students with Disabilities	271	123	15	12.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.12	0.88	0.86	1.22	0.83	1.19	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.86	0.00
Female	0.67	0.00
Male	1.01	0.00
Non-Binary	0.00	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	0.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.56	0.00
English Learners	0.49	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	0.79	0.00
Students Receiving Migrant Education Services	6.45	0.00
Students with Disabilities	0.74	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Each Fallbrook Union Elementary School District site develops and annually reviews a Comprehensive School Safety Plan (CSSP) in accordance with California Education Code Section 32280-32289 and Governing Board Policy 0450 (Comprehensive Safety Plan). These plans include detailed disaster preparedness procedures and emergency response protocols to ensure student and staff safety.

Collaborative Safety Planning

School administrators collaborate closely with local law enforcement agencies, the fire department, and the Provost Marshall's Office at Camp Pendleton to ensure comprehensive safety planning. These partners actively participate in:

- Annual review and approval of school safety plans
- Participation in emergency preparedness drills
- Attendance at site and district safety committee meetings
- Provision of professional feedback and recommendations
- Ongoing efforts to improve campus safety, security, and climate

Copies of each school's Comprehensive School Safety Plan are available for public review at the respective school office during regular business hours, in compliance with Education Code Section 32288.

Emergency Preparedness and Response

Each CSSP contains procedures and protocols addressing:

- Natural disasters (earthquakes, fires, floods)
- Campus intruders and lockdown situations
- Medical emergencies
- Evacuation and shelter-in-place protocols
- Communication systems for emergency notifications
- Strategies and programs to maintain high levels of school safety

In accordance with Education Code Section 32001, students, teachers, and staff participate in regular emergency drills, including fire, earthquake, and lockdown procedures. Following each drill, administrators conduct debriefing sessions and solicit feedback from all participants to identify areas for improvement and refine emergency response protocols.

Threat Assessment and Investigation

Pursuant to Governing Board Policy 5144 (Discipline) and Policy 5131.4 (Campus Disturbance), school and district administrators immediately investigate all threats of harm. The district maintains multiple reporting channels to encourage students, parents, and staff to report concerning behavior, including bullying, harassment, threats, or other inappropriate activities (Education Code Sections 234.1, 234.4).

All FUESD staff are trained to recognize warning signs and take a firm stand against threatening behavior, bullying, and harassment as outlined in Governing Board Policy 5131.2 (Bullying). Complaints are investigated fully and promptly in accordance with applicable policies and Education Code provisions.

Positive School Climate and Prevention Programs

The district has implemented multiple evidence-based programs to enhance school culture, promote positive behavior, and support student well-being:

- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices
- Suicide Awareness and Prevention (Education Code Section 215)
- Anti-Vaping Education (Education Code Section 48900)
- Trauma-Informed Practices
- Mental Health and Student Support Services

In accordance with Governing Board Policy 5141.6 (School Health Services) and Education Code Section 49428, FUESD has enhanced its mental health support infrastructure by adding more:

2025-26 School Safety Plan

School Counselors
 School Social Workers
 School Psychologists
 Behavior Specialists
 Registered Behavior Technicians (RBTs)

These professionals implement the district's social-emotional learning curriculum, address student engagement and chronic absenteeism concerns, provide mental health assessments and counseling services, deliver targeted behavioral interventions and support, and coordinate with families to ensure comprehensive student support. This proactive approach reflects the district's commitment to creating safe, supportive learning environments where all students can thrive academically, socially, and emotionally.

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.

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
TK	17	1		
K	20	3		
1	20	2	1	1
2	21	1	2	
3	19	3		
4	25		3	
5	28		3	
6	20	3		
Other	7	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	16	1	1	
K	16	2	3	
1	23		3	
2	21		3	
3	22		3	
4	28		2	
5	28		3	
6	28		3	
Other	5	2		

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	24		1	
K	23		3	
1	21	1	2	
2	21	1	2	
3	23		3	
4	33		2	
5	28		2	
6	28		3	
Other	5	2		

2024-25 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	499

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.82
Psychologist	1
Social Worker	.5
Nurse	.25
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$10,551.48	\$833.18	\$9,718.32	\$98,444
District	N/A	N/A	\$9,796.99	\$102,649
Percent Difference - School Site and District	N/A	N/A	-0.8	-4.2
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-13.7	-1.7

Fiscal Year 2024-25 Types of Services Funded

- Title I (Basic Grant)
- Title II (Part A)
- Title III (English Learner Acquisition/Immigrant)
- Title IV
- 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$52,397	\$61,516
Mid-Range Teacher Salary	\$96,352	\$95,479
Highest Teacher Salary	\$128,441	\$125,208
Average Principal Salary (Elementary)	\$162,877	\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)	\$168,302	\$165,427
Superintendent Salary	\$260,232	\$242,781
Percent of Budget for Teacher Salaries	33.22%	29.76%
Percent of Budget for Administrative Salaries	5.54%	5.74%

Professional Development

As part of FUESD's vision for continuous improvement, the district offered a comprehensive suite of professional development (PD) opportunities leading up to the 2025-26 school year. These efforts aimed to support teachers and staff in delivering high-quality, engaging instruction that fosters student growth. Key PD priorities included:

- 1. Building a Culture of Reading:** Professional learning was centered around developing a school-wide culture of literacy, equipping educators with strategies to cultivate a love for reading and strengthen students' reading proficiency.
- 2. Mathematics Conceptual Understanding:** Targeted PD sessions enhanced teachers' abilities to facilitate deep conceptual understanding in math, supporting students in mastering mathematical reasoning and problem-solving skills.
- 3. Site-Based Professional Learning:** Funds were allocated to each school site to personalize professional development opportunities, allowing for targeted support aligned with the school's unique goals and its Single Plan for Student Achievement (SPSA).

A cornerstone of FUESD's approach to professional learning is the use of Professional Learning Communities (PLCs) by grade level, fostering collaboration among teachers to drive data-informed instruction. These grade-level PLCs serve as a dynamic space for:

Data Analysis: Teachers come together to analyze data from common assessments, identifying trends and pinpointing areas where students excel or need additional support.

Sharing Best Practices: PLCs provide a platform for educators to exchange effective strategies and instructional techniques that align with the district's Tier 1 priorities and curriculum standards.

Developing Instructional Plans: Collaboratively, teachers create targeted plans of instruction to address identified gaps and build on student strengths. This ensures a cohesive approach to addressing student needs across classrooms and grade levels.

By integrating the insights gained through PLC discussions with the district's PD priorities, FUESD is creating a unified and collaborative learning culture that advances teaching excellence and student achievement.

In addition to literacy and mathematics, FUESD has placed a strong and intentional focus on writing as a critical lever for student achievement across content areas. Professional learning emphasized explicit writing instruction, language development, and opportunities for students to write routinely for authentic purposes. Teachers engaged in strategies that support sentence-level development, structured academic discourse, and extended writing tasks aligned to grade-level

Professional Development

standards. Through PLCs, educators analyzed student writing samples, calibrated expectations, and planned targeted instruction to strengthen clarity, organization, and evidence-based reasoning. By elevating writing as both a literacy skill and a tool for learning, FUESD is ensuring students develop the language, confidence, and critical thinking skills necessary for success across disciplines.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	41	58	52