

# Mary Fay Pendleton 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

<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>Grade Span</b>	TK-8
<b>County-District-School (CDS) Code</b>	37-68114-6038301

## 2025-26 District Contact Information

<b>District Name</b>	Fallbrook Union Elementary School District
<b>Phone Number</b>	(760) 731-5400
<b>Superintendent</b>	Monika Hazel
<b>Email Address</b>	mhazel@fuesd.org
<b>District Website</b>	<a href="http://www.fuesd.org">www.fuesd.org</a>

## 2025-26 School Description and Mission Statement

Mary Fay Pendleton is a Transitional Kindergarten through eighth grade school located on Marine Corps Base Camp Pendleton. It primarily serves military-connected children, the majority of whom live with active duty military families. Currently, 62.5% of students are from families considered socioeconomically disadvantaged. Our primary focus is to increase student achievement for all students while closing the achievement gap that exists between some subgroups and the "all students" performance average. 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. Our school has a highly skilled and dedicated staff utilizing the common instructional framework known as the Five Dimensions of Teaching and Learning, and it is supported by job-embedded instructional coaching. Mary Fay Pendleton has embraced two

## 2025-26 School Description and Mission Statement

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 Pendleton's staff has fully implemented Professional Learning Communities (PLCs) with multiple opportunities for teachers to analyze student outcome data to make determinations of how to respond when students are or are not showing mastery of standards. 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 engage in the arts through visual and performing arts opportunities. 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	66
Kindergarten	124
Grade 1	101
Grade 2	98
Grade 3	98
Grade 4	97
Grade 5	81
Grade 6	58
Grade 7	55
Grade 8	42
<b>Total Enrollment</b>	<b>820</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.1
Asian	0.2
Black or African American	8.7
Filipino	1.1
Hispanic or Latino	34.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.2
White	44.3
English Learners	1.2
Foster Youth	0.1
Homeless	1.7
Socioeconomically Disadvantaged	55.2
Students with Disabilities	19.9

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 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>	34.5	100.00	245.10	100.00	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	15831.9	5.67
<b>Total Teaching Positions</b>	34.50	100.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.80	92.27	242.80	94.55	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	3.00	7.73	14.00	5.45	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	14303.8	5.15
<b>Total Teaching Positions</b>	38.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	38.80	97.49	245.50	96.46	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.51	9.00	3.54	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	13705.8	4.91
<b>Total Teaching Positions</b>	39.80	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
<b>Permits and Waivers</b>	0.00	0.00	0.00
<b>Misassignments</b>	0.00	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0.00
<b>Local Assignment Options</b>	0.00	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0.00

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	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	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
<b>Reading/Language Arts</b>	Benchmark Education, Advance (K-5) Adopted in 2021	0
	McGraw-Hill Education, StudySync (6-8) Adopted in 2021	
<b>Mathematics</b>	FUESD Math Units of Study (K-5) Adopted in 2016	0
	McGraw-Hill Education, California Math (6-8) Adopted in 2016	
<b>Science</b>	Macmillan/McGraw-Hill (K-6) Adopted in 2007	0
	Fallbrook UESD NGSS Units of Study (7-8) Adopted in 2018	
<b>History-Social Science</b>	Pearson Scott Foresman (K-5) Adopted in 2006	0
	Teachers' Curriculum Institute (6-8) Adopted in 2017	

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

## 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**

11/24/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Carpet seams torn Ceiling tiles are stained in a few areas
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Corner light out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Drinking fountain button gets stuck Sink faucet is loose Drinking fountain has low pressure Drinking fountain has too much pressure
<b>Safety:</b> Fire Safety, Hazardous Materials	X			One missing fire extinguisher
<b>Structural:</b> Structural Damage, Roofs	X			Gutter is clogged
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Blinds need repair

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	69	72	52	56	47	48
<b>Mathematics</b> (grades 3-8 and 11)	66	66	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	411	399	97.08	2.92	72.18
Female	203	195	96.06	3.94	74.87
Male	208	204	98.08	1.92	69.61
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	47	47	100.00	0.00	63.83
Filipino	--	--	--	--	--
Hispanic or Latino	129	123	95.35	4.65	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	36	92.31	7.69	55.56
White	194	191	98.45	1.55	80.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	388	376	96.91	3.09	72.07
Socioeconomically Disadvantaged	221	209	94.57	5.43	71.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	91	97.85	2.15	35.16

## 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
<b>All Students</b>	411	397	96.59	3.41	66.25
<b>Female</b>	203	194	95.57	4.43	60.31
<b>Male</b>	208	203	97.60	2.40	71.92
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	47	46	97.87	2.13	50.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	129	123	95.35	4.65	63.41
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	39	36	92.31	7.69	61.11
<b>White</b>	194	190	97.94	2.06	73.16
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	388	374	96.39	3.61	65.51
<b>Socioeconomically Disadvantaged</b>	221	208	94.12	5.88	63.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	93	90	96.77	3.23	35.56

## 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
<b>Science</b> (grades 5, 8 and high school)	66.14	60.87	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
<b>All Students</b>	116	115	99.14	0.86	60.87
<b>Female</b>	58	58	100.00	0.00	60.34
<b>Male</b>	58	57	98.28	1.72	61.40
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	16	15	93.75	6.25	46.67
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	36	36	100.00	0.00	61.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	50.00
<b>White</b>	51	51	100.00	0.00	66.67
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	109	108	99.08	0.92	60.19
<b>Socioeconomically Disadvantaged</b>	56	56	100.00	0.00	55.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	25	25	100.00	0.00	20.00

## 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%	97%	97%	97%	97%
Grade 7	100%	99%	99%	99%	99%

## 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

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, 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	888	874	75	8.6
Female	450	444	41	9.2
Male	438	430	34	7.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	73	73	5	6.8
Filipino	--	--	--	--
Hispanic or Latino	310	305	39	12.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	101	99	6	6.1
White	390	383	23	6.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	22	22	1	4.5
Socioeconomically Disadvantaged	475	473	49	10.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	203	202	21	10.4

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
0.57	0.65	1.46	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	1.46	0.00
Female	0.22	0.00
Male	2.74	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	1.37	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.54	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.97	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	19	2		
K	22		5	
1	19	5		
2	24		5	
3	24		4	
4	22		4	
5	26		3	
6	24		3	
Other	5	1		

## 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	18	3		
K	23	1	4	
1	22		5	
2	23		4	
3	19	5		
4	28		3	
5	25		3	
6	23		3	
Other	8	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	21	1	2	
K	24		5	
1	25		4	
2	24		4	
3	23		4	
4	32		3	
5	27		3	
6	29		2	
Other	10	1		

## 2022-23 Secondary 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 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	20	2	2	
Mathematics	20	2	2	
Science	20	2	2	
Social Science	20	2	2	

## 2023-24 Secondary 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 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	24	2	2	
Mathematics	24	2	2	
Science	24	2	2	
Social Science	24	2	2	

## 2024-25 Secondary 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 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	

## 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
<b>Pupils to Academic Counselor</b>	820

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	.82
<b>Psychologist</b>	1.5
<b>Social Worker</b>	0.5
<b>Nurse</b>	.25
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3

## 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
<b>School Site</b>	\$8,155.82	\$784.91	\$8,940.73	\$99,006
<b>District</b>	N/A	N/A	\$9,796.99	\$102,649
<b>Percent Difference - School Site and District</b>	N/A	N/A	-9.1	-3.6
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.0	-1.1

## Fiscal Year 2024-25 Types of Services Funded

- Title I (Basic Grant)
- Title II (Part A)
- Title IV

## Fiscal Year 2024-25 Types of Services Funded

- 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)

## 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
<b>Beginning Teacher Salary</b>	\$52,397	\$61,516
<b>Mid-Range Teacher Salary</b>	\$96,352	\$95,479
<b>Highest Teacher Salary</b>	\$128,441	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$162,877	\$152,668
<b>Average Principal Salary (Middle)</b>		\$156,487
<b>Average Principal Salary (High)</b>	\$168,302	\$165,427
<b>Superintendent Salary</b>	\$260,232	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	33.22%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	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

## Professional Development

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 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	41	58	52