San Onofre School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	San Onofre School
Street	200 Pate Road
City, State, Zip	San Clemente, CA 92672-2517
Phone Number	(760) 731-4360
Principal	Joe Kniseley
Email Address	jkniseley@fuesd.org
School Website	https://sos.fuesd.org/
Grade Span	TK-8
County-District-School (CDS) Code	37-68114-6096515

2024-25 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

2024-25 School Description and Mission Statement

San Onofre School, located on Marine Corps Base Camp Pendleton, proudly serves a diverse population of students from military families in North San Diego County. Together, our students, parents, and staff create a dynamic learning community characterized by academic excellence, responsibility, collaboration, diversity, and respect.

We offer a comprehensive educational experience that integrates strong academics, targeted interventions, and social-emotional support to foster student growth. Student achievement is a top priority at San Onofre School. Our rigorous core curriculum, aligned with California State Standards, ensures a high-quality academic foundation, while our Positive Behavior

2024-25 School Description and Mission Statement

Interventions and Supports (PBIS) framework—rooted in The Seven Habits of Highly Effective People—cultivates student leadership and personal growth. Our dedicated staff works diligently to assess student learning, analyze data, and adapt instruction to meet the unique needs of each student. We provide both interventions and enrichment opportunities to promote success for all.

To further support our students, we are fortunate to have a robust team, including an assistant principal, a full-time counselor, a school psychologist, a behavior technician, a part-time social worker, a literacy coach, as well as teachers specializing in music, art, and STEM.

Mission Statement:
Our mission is to create an exciting, engaging, and supportive learning environment where our community of leaders experience growth, success, and happiness in their daily lives.

Core Values:
COLLABORATION
We communicate to students and colleagues our appreciation of their strengths.
We are authentic and treat others with trust and respect.
We are goal driven and true to our values and mission.

GROWTH
We strive for ongoing academic, social, and emotional achievement for our students and ourselves.
We work to instill grit and confidence for our students and ourselves.
We embrace a growth mindset for our students and ourselves.

COMMUNITY
We value our diversity and work to be inclusive, empathetic, and supportive.
We work together as a professional community of learners.
We make time to get to know students, staff, and families.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	73
Grade 2	60
Grade 3	64
Grade 4	61
Grade 5	58
Grade 6	46
Grade 7	33
Grade 8	23
Total Enrollment	526

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.4
Asian	0.8
Black or African American	4.8
Filipino	1.9
Hispanic or Latino	28.7
Native Hawaiian or Pacific Islander	1
Two or More Races	8.4
White	54.2
English Learners	1.3
Homeless	0.4
Socioeconomically Disadvantaged	62.9
Students with Disabilities	15.8

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)	29.00	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/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	29.00	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)	27.60	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/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	27.60	100.00	245.10	100.00	279044.80	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.

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)	29.50	96.73	248.80	96.89	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.28	8.00	3.11	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	30.50	100.00	256.80	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
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	0.00	0.00	0.00

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

Indicator	2020-21	2021-22	2022-23
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	2020-21	2021-22	2022-23
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.

2024-25 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	2025 January

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 McGraw-Hill Education, StudySync (6-8) 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 Fallbrook UESD NGSS Units of Study (7-8) Adopted in 2018	Yes	0
History-Social Science	Pearson Scott Foresman (K-5) Adopted in 2006 Teachers' Curriculum Institute (6-8) Adopted in 2017	Yes	0

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

School Facility Conditions and Planned Improvements

San Onofre School has 50 classrooms as well as auxiliary rooms including a library, multipurpose room, music 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				10/30/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC units not holding setpoint
Interior: Interior Surfaces	X			Stained ceiling tiles in a couple areas
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Water taking a long time to heat
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Minor roof leak in one area
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground turf is lifting Playground equipment piece is out of service A door needs to be re-sealed A gate is not latching fully

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	68	76	47	52	46	47
Mathematics (grades 3-8 and 11)	62	73	36	42	34	35

2023-24 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	271	253	93.36	6.64	76.28
Female	134	128	95.52	4.48	78.91
Male	137	125	91.24	8.76	73.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	16	94.12	5.88	62.50
Filipino	--	--	--	--	--
Hispanic or Latino	78	74	94.87	5.13	74.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	81.25
White	147	136	92.52	7.48	76.47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	259	242	93.44	6.56	75.62
Socioeconomically Disadvantaged	142	133	93.66	6.34	72.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	47	85.45	14.55	55.32

2023-24 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	271	252	92.99	7.01	72.62
Female	134	128	95.52	4.48	67.97
Male	137	124	90.51	9.49	77.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	16	94.12	5.88	43.75
Filipino	--	--	--	--	--
Hispanic or Latino	78	73	93.59	6.41	73.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	81.25
White	147	136	92.52	7.48	72.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	259	241	93.05	6.95	72.20
Socioeconomically Disadvantaged	142	133	93.66	6.34	69.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	47	85.45	14.55	51.06

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	52.38	67.11	36.09	37.33	30.29	30.73

2023-24 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	83	76	91.57	8.43	67.11
Female	44	42	95.45	4.55	61.90
Male	39	34	87.18	12.82	73.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	22	95.65	4.35	63.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	43	89.58	10.42	74.42
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	78	72	92.31	7.69	66.67
Socioeconomically Disadvantaged	37	33	89.19	10.81	63.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	11	73.33	26.67	63.64

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.

2023-24 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 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	98%	96%	96%	96%	95%
Grade 7	100%	100%	96%	96%	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.

2024-25 Opportunities for Parental Involvement

San Onofre 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	574	564	68	12.1
Female	290	284	35	12.3
Male	284	280	33	11.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	28	28	1	3.6
Filipino	--	--	--	--
Hispanic or Latino	172	166	28	16.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	44	4	9.1
White	304	304	30	9.9
English Learners	11	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	363	356	56	15.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	126	124	19	15.3

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 2021-22	**School 2022-23**	**School 2023-24**	**District 2021-22**	**District 2022-23**	**District 2023-24**	**State 2021-22**	**State 2022-23**	**State 2023-24**
1.99	0.83	0.7	1.39	1.22	0.83	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	**School 2022-23**	**School 2023-24**	**District 2021-22**	**District 2022-23**	**District 2023-24**	**State 2021-22**	**State 2022-23**	**State 2023-24**
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.70	0.00
Female	0.00	0.00
Male	1.41	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	1.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.33	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.79	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.

2024-25 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

2024-25 School Safety Plan

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.

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	21	1	3	
1	25		3	
2	20	2	1	
3	21	1	2	
4	24		3	
5	28		2	
6	20	1	1	
Other	9	1		

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	24		3	
1	20	2	1	
2	22		3	
3	18	3		
4	20	2	1	
5	21	1	2	
6	22		2	
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
K	20	3	2	
1	21	1	2	
2	19	3		
3	19	3		
4	26		2	
5	28		2	
6	22		2	
Other	6	2		

2023-24 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	263

2023-24 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.82
Psychologist	1
Social Worker	1
Nurse	.25
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$13,089.09	$2,332.09	$10,757.00	$99,830
District	N/A	N/A	$8,886.86	$89,105
Percent Difference - School Site and District	N/A	N/A	19.0	11.4
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-0.1	5.9

Fiscal Year 2023-24 Types of Services Funded

- Title I (Basic Grant)
- Title II (Part A)
- Title IV (PE Program)
- 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$50,261	$57,839
Mid-Range Teacher Salary	$92,424	$90,040
Highest Teacher Salary	$123,205	$118,647
Average Principal Salary (Elementary)	$156,237	$144,639
Average Principal Salary (Middle)	$161,441	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$347,697	$229,986
Percent of Budget for Teacher Salaries	33.73	30.79
Percent of Budget for Administrative Salaries	5.61	5.71

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 2024-25 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.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	58	41	58