

# San Pasqual High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## **About This School**

### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	San Pasqual High School
<b>Street</b>	3300 Bear Valley Pkwy.
<b>City, State, Zip</b>	Escondido, CA 92025
<b>Phone Number</b>	760-291-6000
<b>Principal</b>	Martin Casas
<b>Email Address</b>	<a href="mailto:mcasas@euhsd.org">mcasas@euhsd.org</a>
<b>County-District-School (CDS) Code</b>	37681063730058

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Escondido Union High School District
Phone Number	(760) 291-3200
Superintendent	Dr. Anne Staffieri
Email Address	astaffieri@euhsd.org
Website	<a href="https://www.euhsd.org/">https://www.euhsd.org/</a>

## School Description and Mission Statement (School Year 2020-2021)

San Pasqual High School (SPHS), founded with spirit and pride in 1972, is nestled in the San Pasqual Valley of Escondido, California. SPHS, home of the Golden Eagles, has a storied tradition of academics, athletics, and the arts. The community has embraced the vision statement “UNITED . . . We are San Pasqual”. Several current staff members and coaches are past graduates of SPHS who have returned to campus and ensure the continuity of Golden Eagle traditions.

San Pasqual High School is situated on 45.3 acres. The present campus meets the basic educational and extra-curricular needs of all students and all current facilities meet district maintenance and repair standards, are safe, and are in good repair. The campus consists of an administrative office, multiple academic buildings, a gymnasium, a fully functional cafeteria, a multipurpose room, a dance room, physical education and sports facilities, several sports fields, and a Learning Center. Enrollment at SPHS has fluctuated over the last decade. The latest enrollment count, from October of 2017, is at 2,243 enrolled students. Maintaining enrollment numbers site and district wide is becoming increasingly difficult. Local families have several charter, parochial, and distance learning options for grades 9-12 education in Escondido.

Recent honors for SPHS include a Silver Medal in 2016-2017 from the US News and World Report recognizing America’s best high schools as measured by AP participation, AP pass rate, AG completion, CAASPP scores, and graduate rate. The Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) honored San Pasqual High School in 2016 for consistently high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. The staff of SPHS is very proud of these honors and recognitions and is committed to continuous reflection and improvement. Recent successes at SPHS include increasing Math CAASPP scores by 4% between 2016 and 2017, including improvements for most demographic groups. In addition, CAASPP ELA scores increased by 6.7% between 2016 and 2017, including increased performance by all demographic groups. School-wide D and F rates have decreased. The number of students taking an AP course and the number of students taking at least one AP exam have increased. SPHS administration chose the theme of Excellence, Equity, and Exploration for 2016-2017. Staff

pre-service professional development, monthly staff meetings, and leadership meetings are focused on:

- Excellence: Excellence in instruction. Excellence in learning. Excellence in collaboration. Excellence in relationships and everything we do.
- Equity: Equity-based decision making to give each student what they need.
- Exploration: Exploration - kindling curiosity and wonder in students.

### **SPHS has developed this mission statement:**

In an environment of collaboration and camaraderie, San Pasqual High School will provide:

1. Relevant, engaging instruction with High Expectations for ALL students
2. Embedded support during the school day, as well as positive behavior models, academic interventions, and extra-curricular programs that promote success for students during and beyond their high school years
3. An appreciation of the connectivity of communities around the world and the significant impact of individual actions within those communities

SPHS has developed these Student Learning Outcomes (SLOs): After graduation from San Pasqual High School, students will enter post-secondary opportunities:

- Academically Prepared
- Behaving Positively toward themselves and others
- College and Career Ready

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	566
Grade 10	579
Grade 11	545
Grade 12	512
<b>Total Enrollment</b>	<b>2,202</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	3
Filipino	2.2
Hispanic or Latino	66.4
Native Hawaiian or Pacific Islander	0.1
White	24.4
Two or More Races	1.6
Socioeconomically Disadvantaged	63.4
English Learners	15.8
Students with Disabilities	13.2
Foster Youth	0.6
Homeless	1.8

## 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

## Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	106	102	107	363
Without Full Credential	1	1	1	9
Teaching Outside Subject Area of Competence (with full credential)	3	4	5	13

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	2	1	1
Total Teacher Misassignments*	5	5	7
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** December 2020

Escondido Union High School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Escondido Union High School District held a Public Hearing on September 11, 2018, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and visual and performing arts, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a review cycle established by the district. Materials considered for adoption are reviewed by committees of teachers, administrators, and parents, and a recommendation is made to the School Board by the Instructional Program Review Committee.

All recommended materials are available for parent examination at the district office prior to adoption. The schools also utilize a variety of novels and other instructional materials throughout their curriculum.

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <li>AP English Language and Composition-Bedford/St.Martin, Language of Composition: Reading, Writing and Rhetoric-2015</li> <li>English Language Arts-McDougal Littell, Language of Literature-2008</li> </ul>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> <li>• English Language Development - National Geographic, Hampton-Brown Edge Fundamentals and Inside the USA-2010</li> <li>• English Language Development - National Geographic, Hampton-Brown Edge Level A and B-2010</li> </ul>		
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• AP Calculus-Cengage Learning, Calculus for AP-2017</li> <li>• AP Statistics- Bedford, Freeman &amp; Worth, Practice of Statistics for the AP</li> </ul> <p>Exam- 2017</p> <ul style="list-style-type: none"> <li>• Mathematics-McGraw-Hill, Core Plus Mathematics 1-4 -2015</li> </ul>	Yes	0
<b>Science</b>	<ul style="list-style-type: none"> <li>• Biology -McDougal Littell, Biology-2008</li> <li>• Chemistry -Holt, Rinehart &amp; Winston, Chemistry by Holt-2008</li> <li>• Human Anatomy &amp; Physiology- Learning Plus Assoc., Fundamentals of Anatomy &amp;</li> </ul> <p>Physiology-2018</p> <ul style="list-style-type: none"> <li>• Physics -Glencoe, Physics -2008</li> </ul>	Yes	0
<b>History-Social Science</b>	<ul style="list-style-type: none"> <li>• American Government -Glencoe, US Government: Democracy in</li> </ul> <p>Action- 2007</p> <ul style="list-style-type: none"> <li>• Economics -McDougal Littell, Economics, Concepts, &amp; Choices - 2010</li> <li>• United States History- Prentice Hall, US History: Modern America -2007</li> <li>• World History- Prentice Hall, World History: The Modern World -2007</li> </ul>	Yes	0
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>• French 1-3 -Glencoe, Bon Voyage! French 1-3 -2003</li> <li>• Spanish 1-3 -Glencoe, Asi se Dice Levels 1-3 -2014</li> </ul>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> <li>Spanish for Spanish Speakers- Glencoe, El Espanol Para Nosotros 1-2 -2013</li> </ul>		
<b>Health</b>	-Health Glencoe Health 2003	Yes	0
<b>Visual and Performing Arts</b>	<ul style="list-style-type: none"> <li>AP Art History - Prentice Hall, Volume I and II-2005</li> <li>Art- Prentice Hall, Art History-2002</li> <li>Art-McGraw Hill, Art Talk-2004</li> <li>Drama- National Textbook Company, Theatre Arts in Action - 2001</li> <li>Video Production I-Glencoe, Video Production, Disciplines and Techniques-2001</li> </ul>	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	-All science laboratory classrooms have access to Vernier Science Probeware and Experiments-2017	Yes	0

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

## School Facility Conditions and Planned Improvements

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 08/05/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Some restrooms need remodeling
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	60	N/A	59	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	N/A	27	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	24	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

### Career Technical Education Programs (School Year 2020-21)

In alignment with California Department of Education, Escondido Union High School District defines career paths as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The CTE department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, may be defined as a sequence within themselves.

CTE courses are found throughout our schools. A CTE concentrator is identified locally and is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course. Capstone courses are defined as completer based on length of course, sequence, and skill development. The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

SPHS offers the following CTE pathways and courses:

Career Pathway-Concentration Class-Capstone Class

Animal Science-Animal Science-Veterinary Science

Ornamental Horticulture-Art and History Floral-Advance Floral

AgriScience-Biology-Chemistry

Design, Visual and Media Arts-Graphic Design-Advanced Graphic Design

Cabinetry, Millwork, & Woodworking-Wood 1-Wood 2

Architectural Design-Architectural Design-Advanced Architectural Design

Architectural Design-Pre-Engineering Design

Machining and Forming Technologies-Manufacturing 1-Manufacturing 2

Welding and Materials Joining-Welding 1-Welding 2

Residential and Commercial Construction-Construction 1-Construction 2

Students who engage in the pathways find relevance in their studies, are provided an opportunity to apply their academic and industry skills to everyday problems, are taught to think critically, and are required to act professionally. Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems. The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, and completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	671
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	22.2

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	96.91
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	50.97

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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Parent involvement is an important aspect of the continued success of SPHS. Students and parents can monitor real-time student. StudentVUE. In addition, parents and students are formally notified of academic progress twice per semester before the final semester grade. Formal grade reports are sent home six times per academic year.

Every teacher has a computer with internet access and a phone and is able to respond to parent emails and phone calls in a timely manner. Translation services are available to teachers from several staff members, with a list of people able to offer translation services sent out each school year via email. SPHS utilizes an automated phone call system to communicate important information about testing, paperwork deadlines, and evening events to parents and guardians. In addition, the redesigned SPHS webpage is updated frequently and is a useful tool for parents to learn about activities on campus.

With the hiring of new principal Martin Casas for the 2016-2017 school year, Coffee with the Principal is now a once-a-month opportunity for the principal to share information with parents and receive feedback about programs at SPHS. SPHS surveyed students in Spring of 2017 as the first step in establishing a What I Wish My Parents Knew annual workshop event scheduled to debut in 2017-2018. The vision is that this will be an annual opportunity for parents to attend a day of presentations and workshops about parenting teenagers, with workshops created based on student surveys. Implementation at SPHS has been slowed as this may now become a districtwide event.

The Special Education department reaches out to parents through the Individualized Education Plan (IEP) process. In addition, teachers in the Special Education department invite parents to proactive meetings in advance of problems or difficulties in an effort to promote student academic and behavior success.

The SPHS Bilingual Parent Liaison works in the Parent Engagement Center. This Parent Engagement Center provides parent education workshops, drug awareness workshops, guest speakers on relevant topics, computer skill building for parents, parent-teen communication workshops, etc. The Parent Liaison also coordinates events for parents with the district office, such as the Fall 2017 parent night produced by the Coalition for a Drug Free Escondido (CDFE) about the dangers of marijuana, alcohol, pills, and other drugs during the teen years.

Other parent involvement opportunities include:

- annual Back to School night in the fall
- Athletic Boosters
- AVID Parent Club
- English Learner Advisory Committee (ELAC)
- District level ELAC (DLAC)
- Parent Institute for Quality Education (PIQUE)
- parent volunteers
- School Site Council
- SPHS Parents Club
- Music Boosters
- Agriculture Boosters
- LCAP Surveys and annual LCAP information nights
- Parent Club Grad Night committee
- Parent participation in building the 5-Year Tech Plan
- School Site Council
- Coffee with the Principal
- 8th grade open campus parent night

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.5	1.5	3.5	4.7	5.8	5.5	9.1	9.6	9
Graduation Rate	92.5	93.3	90	87.6	84.3	85.5	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.5	2.3	3.4	2.8	3.5	3.5
Expulsions	0.2	0.5	0.3	0.2	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.9	3.4	2.1
Expulsions	0	0.07	0.06

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

We employ a full-time school resource officer through the Escondido Police Department as well as one campus safety officer and eight full-time campus supervision assistants. Our administrators and staff assist with supervising school grounds. We provide security and supervision at all school events. We maintain a closed campus and require all visitors to register with the office. We review and modify our school safety plan and provide staff training in conjunction with the police department. Our school plan is reviewed annually.

School Safety plan was reviewed August 2020 An emergency plan was developed number of situations that may occur. Each staff member is issued a disaster plan book and is given training in its implementation. Each year the entire school practices the Evacuation procedure many times in conjunction with local and regional emergency response agencies. Fire drills are also practiced throughout the year. In case of disaster, please listen to the radio or TV for instructions. Parents are advised to keep in mind: Students may be safer at school than at home in a serious emergency because school buildings are earthquake safe, there is fire-fighting equipment on campus, and the school has plans and specific procedures for dealing with all types of serious emergencies. The safety and welfare of the students is their primary concern in the event of an emergency. In the event of an emergency, a student should be prepared to follow the directions of teachers or staff at the school site, or the bus driver if he or she is on the way to or from school. If a student is traveling by other means when an emergency occurs, they should proceed to school, as this will be the safest place for them to be. Parent cooperation is requested in the following areas: 1. Do not telephone the school. Telephone lines and cell phone capacity will be needed for emergency responders. 2. Do not drive to school. Streets need to be as open as possible for emergency vehicles. 3. Do turn the radio to KKLQ 600 or KCBQ 1170 on the AM dial. Information and directions will be given over the radio. 4. The family reunion area is located at the SPS stadium. In conjunction with the EUHSD disaster preparedness plan, they urge every family to make home emergency plans and preparations.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	26	26	20	38	27	22	23	39	29	26	11	46
Mathematics	26	22	22	30	22	35	22	27	26	25	18	32
Science	29	10	9	28	28	11	9	28	36	4	8	33
Social Science	28	16	19	38	28	16	19	33	32	6	21	36

\*Number of classes indicates how many classrooms 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	367

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.6

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,161	\$1,536	\$7,624	\$80,672
District	N/A	N/A	\$10,695	\$81,232
Percent Difference - School Site and District	N/A	N/A	-33.5	-0.7
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-1.6	-11.2

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

### Types of Services Funded (Fiscal Year 2019-2020)

SPHS offers a variety of courses and programs which allow students to enrich their learning. These include Honors classes and Advanced Placement classes, as well as additional online classes offered through the Learning Center. Algebra 2 Honors and Geometry Honors have been discontinued because of the new integrated math curriculum. These courses no longer require an honors level counterpart since the district no longer wants to segregate students by ability in the math department. The school ideal is that all enriched courses will offer open enrollment. Some students are actively recruited by teachers and counselors based on their academic skills, past performance, and potential. Counselors meet with students individually every year to review their academic progress and post-secondary goals to guide placement. Counselors meet with seniors four times per year to ensure they have a post-secondary plan.

#### Intervention Providers

In order to provide students the necessary supports to ensure academic success, San Pasqual High School has a robust system of intervention services. In the last two years the school has added an administration-level Academic Dean focusing on academic intervention, a school social worker, a family liaison, and an additional school counselor. These support providers join an intervention team that includes the Family Intervention Team (FIT), the Prevention and Diversion (PAD) program, and Safety Outreach for Students (SOS) program.

#### Comprehensive Counseling Program

The San Pasqual High School Counseling Department is a comprehensive school counseling program that is aligned with the ASCA National Model. Counselors aim to advocate, lead, collaborate, and act as system change agents for student success. The counseling team assists students with academic, career, and personal/social needs by delivering counseling services in classrooms, small groups, and individual settings. The team aims to meet the needs of all students and parents. The counseling team has been actively aiming to increase academic success by implementing academic enrichment and intervention programs. Intervention activities are explained in further detail late in the report.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,889	\$52,670
Mid-Range Teacher Salary	\$75,780	\$89,660
Highest Teacher Salary	\$107,076	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$150,009	\$158,074
Superintendent Salary	\$247,184	\$250,285
Percent of Budget for Teacher Salaries	28.0	32.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	10	N/A
Fine and Performing Arts	4	N/A
Foreign Language	5	N/A
Mathematics	6	N/A
Science	9	N/A
Social Science	27	N/A
All courses	61	36.5

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

San Pasqual High School teachers work collaboratively in ongoing processes of collective inquiry and action research in order to enhance student learning. PLCs meet each monthly. Professional Learning Communities (PLC's) are comprised of content area teams as well as cross content teams who work together to focus on these three "Big Ideas":

- Ensuring that students will learn.
- Continuing a culture of collaboration
- Focusing on results

The expectation is that PLC team time is to be used to move thinking around curriculum and instruction, teaching, and learning. In order to ensure that time is maximized during PLC time, the following is to be in place:

- Each team has a facilitator to ensure that agreed upon objectives and agendas are produced for the team.
- Each person has a recorder of minutes to document happenings, outcomes and next steps of each meeting. Teams may add roles as needed. Team members can switch responsibilities "if they choose" in order that all members of the team grow in their ability to lead team efforts.



- All PLC Minutes are to be documented and emailed to department members and administration within 24 hours of the meeting.
- PLC's will participate in an ongoing process of identifying the current level of student achievement through the review of formative and summative data, establishing goals to improve, monitoring student progress, and working together to achieve these goals.

Since teachers believe all students can learn, teachers begin by asking these four critical questions of learning:

- What do PLCs expect them to learn?
- How will teachers know when they have learned it?
- How will teachers respond when they do not learn?
- How will teachers respond when they already know it?

In PLC's, these questions guide the conversations of the entire staff, the collaborative teams, and the day-to-day work of teachers in every classroom. PLC members are encouraged to reflect on how they answer these questions for each lesson plan. PLC norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify how they will work together to achieve their shared goals.