Campo 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.

2025-26 School Contact Information

School Name	Campo Elementary School
Street	1654 Buckman Springs Road
City, State, Zip	Campo, CA 91906-2004
Phone Number	(619) 478-5583
Principal	Holly Pawlicki
Email Address	holly.pawlicki@meusd.org
School Website	https://ca.meusd.org
Grade Span	P-6
County-District-School (CDS) Code	37682136038681

2025-26 District Contact Information

District Name	Mountain Empire Unified School District
Phone Number	(619) 473-9022
Superintendent	Dr. Patrick Keeley
Email Address	patrick.keeley@meusd.org
District Website	http://www.meusd.org

2025-26 School Description and Mission Statement

Campo Elementary is a Transition Kindergarten through 6th grade school in the rural Mountain Empire Community in the San Diego County. The Campo staff are all caring and passionate people who ensure students' safety and value academic rigour in the classroom. Parents are encouraged to engage in opportunities to participate in School Site Council (SSC), Parent Volunteer Committee, and volunteer for schoolwide activities. The enrollment averages 400 students TK-6 grade, and the special education preschool enrollment averages 6-8 students.

Campo Elementary operates the district's special day classes for students with moderate to severe disabilities, and direct services include Speech and Language, Occupational Therapy, and Adapted PE services in addition to Specialized Academic Instruction.

Literacy is our main academic focus. We implement Visible Learning strategies and a Multi-Tier System of Support (MTSS) intervention. Teachers focus on reading intervention strategies for grades K-3 grade targeting phonemic awareness using UFLI and Heggerty. Campo is a Positive Behavior Intervention Support (PBIS) school focusing on students' character including the Character Counts program: Be safe, respectful, responsible, fair, caring, trustworthy, and demonstrate positive citizenship. The HOPE Squad program is available for 5th and 6th grade students. Hope Squad aims to foster human connection, community, and hope by elevating mental wellbeing through peer-to-peer suicide prevention programming. WayFinder SEL curriculum is implemented school wide in the classrooms. Students have the opportunity to participate in the free Before or After School Program, paid by the ASES grant, where they can receive tutoring and participate in clubs. The Mountain Empire District offers free transportation throughout the school year for parents who are unable to transport. We strive to maintain a 95% attendance rate, and we work together with families through the School Attendance Review Team (SART) to increase student engagement. This small school in the rural community is a great place for students to learn and receive an excellent education through a caring, safe environment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	52
Grade 2	44
Grade 3	46
Grade 4	58
Grade 5	47
Grade 6	46
Grade 8	1
Total Enrollment	359

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
American Indian or Alaska Native	9.2
Asian	0.6
Black or African American	1.4
Filipino	0.8
Hispanic or Latino	53.5
Two or More Races	3.9
White	30.6
English Learners	17.3
Foster Youth	1.1
Homeless	1.7
Socioeconomically Disadvantaged	48.5
Students with Disabilities	22

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.4	78.37	135.9	58.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.9	0.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.41	10.6	4.59	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	64.7	27.82	11953.1	4.28
Unknown/Incomplete/NA	3	16.22	19.2	8.28	15831.9	5.67
Total Teaching Positions	18.4	100	232.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.4	65.7	149.2	61.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.8	1.18	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	15.83	11.8	4.88	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	64.7	26.64	11746.9	4.23
Unknown/Incomplete/NA	3.5	18.47	14.3	5.92	14303.8	5.15
Total Teaching Positions	18.9	100	243.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13	78.79	145.6	56.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.39	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	21.21	24.2	9.47	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	73.2	28.67	12112.8	4.34
Unknown/Incomplete/NA	0	0	11.5	4.51	13705.8	4.91
Total Teaching Positions	16.5	100	255.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	1.00	3	2.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	3	3.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.1	33.3	29.1
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	0	0

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

N/A

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Wonders, 2017	0
Mathematics	Houghton Mifflin Harcourt: Go Math, 2014 (TK-5) CPM Education: Course 1, 2014 (6th)	0
Science	Amplify Science, 2020	0
History-Social Science	Studies Weekly: California, 2018	0
Foreign Language	N/A	na
Health	Push Play PE, 2024	0
Visual and Performing Arts	N/A	na
Science Laboratory Equipment (grades 9-12)	N/A	na

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

School Facility Conditions and Planned Improvements

Campo Elementary School received a Facilities inspection in August 2025 and there were no extreme deficiencies or action plans needed. The district's maintenance and custodian team completed a thorough job ensuring safety, cleanliness, structural, external, interior, electrical, restrooms, and systems are working properly. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Year and month of the most recent FIT report	August 2025

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Water quality not good. Water fountains blocked off but bottled water supplied; Urinals broken under remodel in boys restroom.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Broken door window. Replacement due and scheduled

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	23	25	38	40	47	48
Mathematics (grades 3-8 and 11)	17	14	26	28	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	193	187	96.89	3.11	24.60
Female	93	92	98.92	1.08	28.26
Male	100	95	95.00	5.00	21.05
American Indian or Alaska Native	22	21	95.45	4.55	9.52
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	28.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	57	54	94.74	5.26	25.93
English Learners	42	41	97.62	2.38	9.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	111	98.23	1.77	24.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	42	89.36	10.64	9.52

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	193	187	96.89	3.11	14.44
Female	93	91	97.85	2.15	12.09
Male	100	96	96.00	4.00	16.67
American Indian or Alaska Native	22	21	95.45	4.55	4.76
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	57	54	94.74	5.26	14.81
English Learners	42	42	100.00	0.00	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	111	98.23	1.77	15.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	42	89.36	10.64	4.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.29	20	13.36	13.28	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	46	95.83	4.17	19.57
Female	22	20	90.91	9.09	15.00
Male	26	26	100.00	0.00	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83	4.17	26.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	21.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	95%	89%	87%	83%	77%

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

Parents have multiple opportunities to be involved in their child's education. There is a weekly newsletter produced by the principal and staff keeping families informed of activities that occur during the school year. We have a School Site Council program (SSC) for parents to be either voting members or participants in the school planning and spending of the Title 1 and Title 3 budget. We have a new PTA that supports our school and programs. We have an English Language Advisory Committee (ELAC) to help support our students who are English Learners. Our district has a District English Language Advisory Committee (DELAC) for parents to provide their input and feedback about our district programs that support English Learners. We also have opportunities for parents to help plan and support activities throughout the year to include: Yearbook, dances, parent conferences, and Fall Festival to name a few. Parents are provided opportunities to express their voice through a variety of surveys including input on the districts' LCAP.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	394	383	113	29.5
Female	178	174	53	30.5
Male	216	209	60	28.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	34	34	13	38.2
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	210	203	63	31.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	15	4	26.7
White	123	122	32	26.2
English Learners	70	65	16	24.6
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	241	233	77	33.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	94	35	37.2

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.65	1.62	2.03	1.84	2.55	1.76	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	2.03	0.00
Female	0.56	0.00
Male	3.24	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	2.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.63	0.00
English Learners	2.86	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	2.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.05	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

The Campo Elementary's Comprehensive School Safety Plan is a living document that gets reviewed during staff meetings, School Site Committee, and the English Language Advisory Committee. The CSSP is updated in November and and will be reviewed for board approval on March 10, 2026. Every month the school practices safety drills to include fire evacuation, earthquake drill, and lockdown drills. The Campo staff have a copy of the role in Command Center Matrix, and it is reviewed periodically during staff meetings. Campo is a school wide Positive Behavior Intervention Support (PBIS) focusing on our school climate to always be safe, respectful, and responsible. Lessons on Bullying are provided to all grade levels, and grades 5-6 receiving a training on Drug Awareness presented by the Crime Prevention Unit with the San Diego Sheriff Department. We have a committee of students that are part of the Hope Squad, which is a suicide prevention program.

The Safety Goals for Component 1: People
Our school is a kind and safe place for students to be.
*We will implement WIN (What I Need) Time 4 days a week.
*Have 45 minutes dedicated to SEL time each week and daily check-ins.
*Create an inclusive environment for all students by increasing time in Gen Ed classroom for SDC students.

Safety Goals for Component 2: Places
-Blacktop refurbishment
-Trees planted
-Woodchips Refreshed
-Front walkway/concrete fixed
-Finish replacement of well for safe drinking water
-Put in request to maintenance to replace tint

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
K	16	2	2	0
1	21	1	1	0
2	25	0	2	0
3	20	2	0	0
4	23	0	2	0
5	16	2	2	0
6	23	1	12	0
Other	6	3	0	0

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	26	0	2	0
1	23	0	2	0
2	23	0	2	0
3	29	0	2	0
4	22	0	2	0
5	27	0	2	0
6	29	0	10	0
Other	9	2	0	0

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
K	20	2		
1	26		2	
2	21	1	1	
3	21	1	1	
4	28		2	
5	32		1	
6	28		1	
Other	13	5	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	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
School Site	6653.48	6079.37	574.11	74263.25
District	N/A	N/A	1244.62	95625.75
Percent Difference - School Site and District	N/A	N/A	-73.7	-25.1
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-180.4	-22.1

Fiscal Year 2024-25 Types of Services Funded

MEUSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

MEUSD schools offer services and supports for all students including; School Counselors, School Psychologists, Early Literacy Specialist TOSAs, Case Managers, and Special Education Service Providers.
In addition to Local Control Funding Formula (LCFF) state funding, MEUSD receives state and federal funding for the following categorical and specialized programs:

- Title I (Campo Elementary, Clover Flat Elementary, Potrero Elementary, Mountain Empire Junior High School, Mountain Empire High School),
- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL),

Fiscal Year 2024-25 Types of Services Funded

- Title VI (Student Support and Academic Enrichment)

All funding sources are monitored and maintained through each school site's School Plan for Student Achievement and the District Local Control Accountability Plan.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,199	$57,978
Mid-Range Teacher Salary	$69,205	$89,612
Highest Teacher Salary	$107,090	$117,194
Average Principal Salary (Elementary)	$125,195	$143,632
Average Principal Salary (Middle)	$154,246	$149,447
Average Principal Salary (High)	$153,127	$162,334
Superintendent Salary	$187,724	$234,076
Percent of Budget for Teacher Salaries	26.76%	27.81%
Percent of Budget for Administrative Salaries	2.89%	5.47%

Professional Development

At Campo Elementary School, our commitment to professional development is woven into the fabric of our educational approach, providing teachers and staff with ongoing opportunities for growth throughout the school year. Twice a month, on Wednesdays, we gather to delve into topics identified through a comprehensive needs assessment. Decisions regarding the selection of staff development activities are made collaboratively, involving the principal, district administrators, and grade level representatives. This decision-making process incorporates valuable inputs from teachers, district benchmark results, data analysis, and insights garnered from focus groups. These inputs guide the identification of areas where additional teacher training can enhance classroom instruction and elevate student achievement levels.

Currently, our primary focus revolves around bolstering literacy instruction. Teachers engage in training sessions on utilizing assessment tools such as mClass Dibels, collaborating on data analysis to pinpoint areas for intervention and support. Our dedication to literacy extends to leveraging data from the Renaissance program, specifically STAR Reading, to inform lesson creation tailored to address students' gaps in essential standards. Additional training encompasses the integration of Lalilo, a personalized reading intervention program. During these professional development sessions, teachers foster collaboration with grade-level peers, collectively analyzing data and brainstorming innovative ways to implement interventions from our Multi-Tiered System of Supports (MTSS) triangle. Simultaneously, the Special Education team undergoes continuous training to adeptly identify and respond to aggressive behaviors, create compliant Individualized Education Programs (IEPs), and implement supplemental services for students with special needs.

As part of our commitment to a positive school climate, all staff undergo training on Positive Behavior Intervention Strategies (PBIS) at the beginning of each year. Moreover, some staff members actively participate in a district team, receiving specialized training on equity. Teachers are not only encouraged but empowered to explore diverse professional development opportunities that align with their individual needs, fostering a culture of continuous improvement and personalized growth at Campo Elementary School.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	23	38	30