

730 Applewild Drive
San Marcos, CA 92078-1369
(760) 290-2077
FAX (760) 744-8847

CDS Code
37737916114169

Grades K-5

DISCOVERY ELEMENTARY SCHOOL

School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

Carrie Geldard, Principal
carrie.geldard@smusd.org



San Marcos Unified School District

255 Pico Avenue, Suite 250
San Marcos, CA 92069
(760) 752-1299
www.smusd.org

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carmen.garcia@smusd.org

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About This School

Vision Statement

In order to fulfill the fundamental purpose of helping all our students be successful, we are committed to creating a school where . . .

- Teamwork and collaboration is part of the culture, and all staff members work together to share ideas and ensure that students are challenged. We will work together both in grade alike teams, and in vertical teams.
- A positive learning environment is both encouraged and created. We will achieve this through open communication and flexibility. The learning environment will ensure that everyone feels safe, valued, supported, and respected.
- All parties (teachers, students, and parents) take an active role in the school community. Differences and diversity will be both recognized and celebrated.
- The curriculum is rigorous, yet meets the individual student's academic and personal goals. Students will become active evaluators of their own learning. Resources will be used to help the struggling student, the average student, and the advanced student. Achievement, both academic and social, will be promoted through continually increasing school goals to push students and staff to always strive for excellence.

Mission Statement

At Discovery Elementary our fundamental purpose is to ensure that all students will acquire the knowledge, skills, and positive attitudes to be successful in school and in life. We are committed to the continual learning of our students.

Principal's Message

The Discovery School staff believes that all students should be provided with high academic and behavioral standards, and we are committed to the pursuit of excellence for all students. Our staff is professionally skilled and personally committed to meeting the needs of every student. Our teachers work diligently to create a learning environment that is responsive to the differences in our students' academic levels, interests, and learning styles. We provide a safe, positive, and supportive school experience so that all students feel valued and encouraged to achieve their personal best.

Discovery has an enthusiastic and motivated group of students and parents. We work closely with our families and believe that they are a critical part of the success of our students. We are committed to clear and on-going communication between home and school, and together, we have created a school community where students, parents, and staff are proud to call Discovery Elementary their school.

Major Achievements

- Discovery Elementary School has been awarded the California Distinguished School Award Designation in 2006, 2010, and 2014.
- Discovery Elementary awarded the Campaign for Business and Education Excellence Honor Roll School 2014
- Our students consistently demonstrate strong academic achievement on state mandated tests.

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Focus for Improvement

- Focus on providing differentiated instruction for each student to experience new learning each day.
- Focus attention on reading comprehension through direct instruction and reading incentive programs.
- We will improve our use of on-going assessment strategies to design learning experiences that meet the specific needs of all students, including our high achieving students as well as our struggling students.
- We will increase home-school communication using our website and surveys, as well as the School Messenger Phone/Email System

Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Kindergarten	99
Grade 1	106
Grade 2	104
Grade 3	96
Grade 4	116
Grade 5	131
Total Enrollment	652

Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
African American	1.2%
American Indian or Alaska Native	0.2%
Asian	6.9%
Filipino	1.8%
Hispanic or Latino	30.8%
Native Hawaiian or Pacific Islander	0.2%
White	58.9%
Two or More Races	0.0%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.3%
English Learners	14.7%
Students with Disabilities	9.5%
Foster Youth	0.2%

Conditions of Learning

Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30.8	31.8	30.8	929.1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2016-17	2017-18	2018-19
Misassignments of Teachers of EL	1	0	1
*Total Teacher Misassignments	1	0	1
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 (EL).

Teacher Assignment

All Discovery teachers participate on committees and additional activities. Our Instructional Leadership Team has teacher representatives from every grade level working to improve all aspects of the instructional program at Discovery. Teacher representatives participate on the School Site Council, ELAC and the PTO.

Attendance

The truancy rate for students is defined by the State of California as any student with three unexcused absences, three 30 minute tardies, or a combination of both.

Homework

Teachers assign homework in accordance with board policy, and all students are required to read for 15 to 20 minutes a day.

Library

The library is the architectural focus of our school. Our library contains over 15,000 volumes and additional resources. We review selections regularly update or replace them as needed. All classes visit the library weekly to learn reference skills, hear "read-a-louds," and check out books. Our school and library are also linked to Accelerator Reader, our reading incentive program.

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Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on October 4, 2018,

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	Benchmark Advance Step Up to Literacy	2015	Yes	0%
Mathematics	Houghton Mifflin Math Expressions *k-2	2008	Yes	0%
	Curriculum Associates Ready Mathematics	2015	Yes	0%
Science	Scott Foresman Science	2009	Yes	0%
History-Social Science	Harcourt-California Reflections	2007	Yes	0%
Supplemental Instructional Materials	See Below	2013-14	—	—

Curriculum and Instructional Materials

Reading and Writing: Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public-school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” ELA CCSS

Students use a variety of instructional materials in ELA to meet these instructional goals.

ELA Supplemental Instructional Materials

- K-5 Nancy Fetzer Writing manual, Fetzer publisher
- K-5 Benchmark Universe, digital library, Benchmark
- Enterprise STAR Assessment – Lexile assessment, Renaissance Learning, and Lexia personalized digital program

Math: Students receive standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” Math CCSS

Students use a variety of instructional materials in math to meet these instructional goals.

Mathematics Supplemental Instructional Materials

- K-5 Math Investigations Kit, 2012 Pearson
- K-5 Math Manipulatives, Nasco, Lakeshore, Really Good Stuff suppliers
- K-5 Teaching Student Centered Math Teacher resource, Barnes and Noble
- K-5 Math Journals, K-5 Math publisher
- Ten Marks digital program
- Dream Box personalized digital program

Science: The district has adopted the *Scott Foresman California Science* program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. District is in the building awareness phase of NGSS Standards.

Social Studies: The district has adopted *California Reflections* published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation.

Technology

We have 350 computers available for student use with software that is specifically chosen to address student learning needs in reading, writing, and math

Specialized Services

Special Education Program: Students with mild to moderate learning differences are sometimes entitled to individual education plans and extra attention. Appropriate programs and services are provided to all students with disabilities, between the ages of three and twenty-one. Referrals for special education identification and special education services come from the on-site Student Study Team and/or parents.

Children with special needs at Discovery Elementary receive the support services they require from our special education teachers, speech therapists, psychologist, and instructional aides. Our student study team made up of teachers, administrators, a special education teacher, and a psychologist meets with families if a child needs speech therapy, has a suspected learning disability, or engages in behavior that interrupts learning. We have two part-time health clerks who monitor daily medications for students with health needs.

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English Learner Program: Students not yet fluent in English are provided with designated English language development to assist in gaining fluency in English. Discovery has approximately 80 English Learner students enrolled.

Gifted and Talented Education: Starting in third grade, educators identify academically gifted or talented students based on teacher recommendations. Gifted and Talented Education (GATE) students receive differentiated instruction within the general education classroom.

School Facilities

School Facility Conditions and Planned Improvements

Discovery Elementary School opened in 1997, and we are at maximum student capacity. In addition to our classrooms, we have a multipurpose room, a library, and an administration building. Discovery has been updated technologically and has internet connectivity in each classroom. We allocate two buildings to the school's on-site daycare program.

The physical quality of our school building influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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.

School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on September 15, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
Interior: Interior Surfaces	X			One room missing base-board. Two rooms ceiling tile falling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical			X	More than one room lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repairs needed at the time of inspection.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			One room loose lock. More than one room adjust cabinet doors. More than one closer on doors need adjustment. One room door not latching properly. One room door not self latching.

Overall Rating	Exemplary	Good	Fair	Poor
			93%	

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CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA/Literacy	66%	74%	65%	65%	48%	50%
Mathematics	61%	66%	49%	51%	37%	38%

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.

CAASPP Assessment Results by Student Group

ELA test results 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 Assessment Results—Test Results in ELA by Student Groups, Grades 3–5 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	334	329	98.50%	73.86%
Male	162	160	98.77%	67.50%
Female	172	169	98.26%	79.88%
Black or African American	--	--	--	--
American Indian or Alaska Native			--	--
Asian	19	19	100.00%	84.21%
Filipino	--	--	--	--
Hispanic or Latino	102	101	99.02%	57.43%
Native Hawaiian or Pacific Islander			--	--
White	199	195	97.99%	82.05%
Two or More Races			--	--
Socioeconomically Disadvantaged	122	121	99.18%	58.68%
English Learners	59	58	98.31%	50.00%
Students with Disabilities	44	43	97.73%	27.91%
Students Receiving Migrant Education Services			--	--
Foster Youth			--	--

CAASPP Assessment Results—Test Results in Mathematics by Student Groups, Grades 3-5 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	334	329	98.50%	65.96%
Male	162	160	98.77%	62.50%
Female	172	169	98.26%	69.23%
Black or African American	--	--	--	--
American Indian or Alaska Native			--	--
Asian	19	19	100.00%	73.68%
Filipino	--	--	--	--
Hispanic or Latino	102	101	99.02%	52.48%
Native Hawaiian or Pacific Islander			--	--
White	199	195	97.99%	72.82%
Two or More Races			--	--
Socioeconomically Disadvantaged	122	121	99.18%	50.41%
English Learners	59	58	98.31%	46.55%
Students with Disabilities	44	43	97.73%	27.91%
Students Receiving Migrant Education Services			--	--
Foster Youth			--	--

Note: CAASPP assessment 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.

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.

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California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 both assessments.

Other Pupil Outcomes

California Physical Fitness Test Results (2017-18)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the [CDE PFT web page](#).

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	21.1%	23.4%	6.2%

Engagement

State Priority: Parental Involvement

Contact Person: Kristen DiZinno

Phone Number: (760) 290-2077

Parents serve on the School Site Council, which approves our school’s annual Single Plan for Student Achievement and its accompanying budget. Also, we have an English Learner Advisory Committee to advise the principal regarding students learning English.

Our PTO board has helped us raise funds for our music and art program, provide volunteers in the classroom, and embark on major school projects. New members are always welcomed. Teachers welcome volunteers, especially for field trips and special projects.

State Priority: School Climate

Discipline

Our staff teaches conflict resolution beginning in kindergarten, and we hold our students to a high standard of behavior that is reinforced with the “3 R’s—Respect Yourself, Respect Others, Respect the Environment”. We recognize students at monthly awards assemblies for displaying positive behaviors and for academic improvement. We believe that students should be accountable for their behavior. In the first week of school, all students are provided information that describes our expectations and the positive and negative consequences of various behaviors. Students who consistently break school rules, disrupt classrooms or injure other students are suspended from school, following progressive discipline guidelines.

At times, we find it necessary to suspend students who break certain school rules. We report suspensions in which students are sent home for a day or longer, and in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
Suspensions	0.2%	0.3%	0.0%
Expulsions	0.0%	0.0%	0.0%
District			
Suspensions	1.5%	2.0%	1.8%
Expulsions	0.1%	0.1%	0.0%
State			
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%



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School Safety Plan (2017-18)

SB187 Safety Plan

Date the plan was last approved: November 2018

Date the plan was last reviewed with staff: September 2018

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

The staff monitors school grounds 30 minutes before the start of school and immediately after dismissal. We have a crossing guard on duty every morning and afternoon to help children at intersections near our school. We require parents to have children return home or be picked up immediately after school. We also hold monthly drills that include fire, earthquake, disaster, and intruder drills.

Peace Patrol, our conflict resolution program, trains fourth grade students to act as peer mediators on the playground. Our teachers hold classroom meetings to discuss conflicts between students as needed. In more serious instances, students are referred to an administrator.

Other SARC Information

Student Progress

Teachers in each grade level use a variety of assessment strategies to evaluate what students learn. Assessments include oral questioning, paper-and-pencil tests, and project-based evaluations. To determine whether students are mastering grade-level standards, teachers administer assessments in reading and mathematics each quarter. The results of these grade-level assessments are then analyzed, and specific intervention programs are targeted to students who are not meeting grade-level expectations.

We are on a semester system, and there are two reporting periods each school year. Parents are encouraged to attend parent-teacher conferences in the fall.

Academic Counselors and Other Support Staff

The following table provides the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school.

Title	Number of FTEs* Assigned to the School
Psychologist	1.0
Social Worker	0.5
Nurse	0.33
Speech/Language/Hearing Specialist	2.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Grade Level	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
Kindergarten	23.0	4	3	26.0	5			20.0	3	2				
Grade 1	25.0		6	25.0		4		27.0		4				
Grade 2	22.0	4	4	19.0	5			26.0		4				
Grade 3	28.0		6	26.0		5		24.0		4				
Grade 4	32.0		2	32.0		2	2	29.0		4				
Grade 5	30.0		6	35.0		1	4	33.		1	3			

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

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School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$7,122	\$940	\$6,277	\$80,189
District				\$79,218
State				\$80,764
Percent Difference: School/District			(18%)	1%
Percent Difference: School/State			(12%)	(1%)

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Other Funding Sources (Fiscal Year 2017-18)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district.

- Gifted and Talented Education (GATE)
- Teacher Credential Block Grant
- Lottery Instructional Materials
- Title II Part A
- Barona Education Grant
- CSEA Check Grant



Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,922	\$47,903
Mid-Range Teacher Salary	\$75,842	\$74,481
Highest Teacher Salary	\$95,873	\$98,269
Average Principal Salary (Elem)	\$120,248	\$123,495
Average Principal Salary (Middle)	\$127,163	\$129,482
Average Principal Salary (High)	\$143,974	\$142,414
Superintendent Salary	\$333,971	\$271,429
Percent of District Budget		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	5.0%	5.0%

Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the *Essential Elements of Instruction* (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In 2017-18, the district continued to focus professional learning on the implementation of state academic content standards in English language arts, English language development, mathematics and science. Understanding the more rigorous expectations of the content standards, learning evidence-based instructional strategies that best support the standards and using newly purchased resources that align to the standards have been topics over time. The use of devices

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and digital curriculum to support the implementation of the new standards has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: face-to-face workshops during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

