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CDS Code
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Grades K-5

KNOB HILL ELEMENTARY SCHOOL

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

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About This School

School's Mission Statement
Our vision is for every student to receive a standards-based education in a learning environment that will help develop responsible and global citizens of the future. We envision Knob Hill as a place where staff members, parents, and students feel valued and respected, and families are encouraged to be a partner in their child's education.

Principal's Message
Knob Hill Elementary provides a quality education for our nearly 870 students. Student performance has continued to improve in annual standardized testing. We are currently in our fifth year of implementation of the Common Core State Standards.

In addition to the outstanding teaching and learning, Knob Hill Elementary prides itself on the character of our students and the climate of our school. Our positive behavior focus includes three rules, Be Safe, Be Respectful, Be Responsible. We welcome our families and community partners to our school and encourage volunteers.

Major Achievements
- California Distinguished School in 2002 and 2008.
- "National Blue Ribbon" School in 2003.
- Title I Achievement Award in 2005, 2008, 2009, and 2012.
- California Business for Education Excellence Award in 2005, 2006, 2009, 2017, and 2018.

Focus for Improvement
- Focus on providing differentiated instruction in order for each student to experience new learning each day.
- Focus attention on reading comprehension through direct instruction and reading incentive programs.
- Analyze student data to create better learning opportunities, and identify students needing reading intervention.
- Continue implementation of Common Core State Standards.

SCHOOL ACCOUNTABILITY REPORT CARD

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	165
Grade 1	140
Grade 2	123
Grade 3	139
Grade 4	124
Grade 5	142
Total Enrollment	833

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
Black or African American	1.8%
American Indian or Alaska Native	0.1%
Asian	5.0%
Filipino	2.3%
Hispanic or Latino	48.6%
Native Hawaiian or Pacific Islander	0.5%
White	41.7%
Two or More Races	0.0%

Student Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	45.9%
English Learners	17.2%
Students with Disabilities	12.7%
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	40	40	39	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	0	0	0
*Total Teacher Misassignments	0	0	0
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 Knob Hill teachers participate in 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 Knob Hill. Teacher representatives participate on the School Site Council, ELAC and the PTO. Many Knob Hill teachers lead or before school remediation classes.

Specialized Services

Gifted and Talented Education: Knob Hill offers a Gifted and Talented Instructional (GATE) Program for fourth and fifth graders. Beginning in third grade, educators identify academically gifted and talented students based on the teacher recommendation or tests.

Special Education Program: Students with moderate to severe 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 3 and 21.

Special needs students receive the support services they require from four special education teachers, a speech therapist, a psychologist, and instructional aides. We have an active student study team consisting of teachers, a special education teacher, an administrator, and a psychologist. The team meets with parents whose child needs speech therapy has a suspected

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	K-5 Benchmark Advance Step Up to Literacy	2016	Yes	0%
Mathematics	K-2 Houghton Mifflin Math Expressions	2008	Yes	0%
	3-5 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	—	—

learning disability, or whose behavior interrupts learning. An "At-Risk" Specialist is also available two days a week as well as a school social worker available three days a week. We have a part-time nurse and two part-time health aides who provide first aid and perform health screenings as mandated or requested.

English Learner Program: Students not yet fluent in English are provided with Designated English Language Development as well as Integrated English Language Development to assist in gaining fluency in English. We strive to advance our English Learners into regular classes as soon as possible. Knob Hill Elementary

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.

Library
Our library contains 15,000 volumes and additional resources. We review selections regularly update or replace them as needed. We have books available in both English and Spanish to ensure that beginning English readers have materials to develop literacy skills. All classes visit the library weekly to learn reference skills, hear "read-aloud," and check out books. Our school and library are also linked to Accelerated Reader, our reading incentive program. During the 2017-2018 school year the library collection was revamped, old books removed, and a large purchase of new books filled their space.

Homework
First, through fifth-grade teachers assign homework Monday through Thursday. Teachers assign homework in accordance with board policy, and all students are required to read for 15 to 20 minutes a day.

SCHOOL ACCOUNTABILITY REPORT CARD

School Facilities

School Facility Conditions and Planned Improvements

Knob Hill Elementary School opened in 1988, and we are near its maximum student capacity. Our school includes 11 buildings, of which six are portables. Knob Hill Elementary School has 39 classrooms, including 19 relocatables, a multipurpose room, a library, and an administration building. Together they accommodate approximately 870 students. Knob Hill Elementary has been updated technologically and has Internet connectivity in each classroom. Our cafeteria/ multipurpose room serves as many as 500 hot lunches daily and doubles as our assembly room. We allocate one building to the school's on-site daycare program to serve our families before and after school and one to a state-run preschool.

The physical quality of our school buildings influences learning and teaching. All students and faculty have a reasonable amount of classroom and open space.

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 the wall has water damage. More than one room ceiling tiles damaged. One room missing cove base. One room wall paper is ripped.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			One room clutter.
Electrical: Electrical		X		Two rooms sensor hanging from ceiling. One room hanging wires. More than one room lights out. One room electrical cabinet is blocked. One room missing light diffuser. One room electrical face plate taped up.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One room sink inoperable.
Safety: Fire Safety, Hazardous Materials	X			One room electrical wires are covered up. One room water hoses on the floor. One room being used to store chairs. One room missing fire extinguisher. Three rooms fire extinguishers are blocked. One room flammable materials being stored.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			More than one room door needs adjustment. More than one room locks need adjustment.

Overall Rating	Exemplary	Good	Fair	Poor
		96%		

SCHOOL ACCOUNTABILITY REPORT CARD

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	67%	64%	65%	65%	48%	50%
Mathematics	46%	47%	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	391	388	99.23%	64.18%
Male	208	207	99.52%	59.42%
Female	183	181	98.91%	69.61%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00%	80.00%
Filipino	--	--	--	--
Hispanic or Latino	202	199	98.51%	54.77%
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	151	100.00%	73.51%
Two or More Races			--	--
Socioeconomically Disadvantaged	209	207	99.04%	56.52%
English Learners	99	98	98.99%	54.08%
Students with Disabilities	44	44	100.00%	20.45%
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	391	388	99.23%	46.91%
Male	208	207	99.52%	50.24%
Female	183	181	98.91%	43.09%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00%	75.00%
Filipino	--	--	--	--
Hispanic or Latino	202	199	98.51%	35.18%
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	151	100.00%	58.28%
Two or More Races			--	--
Socioeconomically Disadvantaged	209	207	99.04%	38.65%
English Learners	99	98	98.99%	33.67%
Students with Disabilities	44	44	100.00%	9.09%
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.

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	29.9%	19.7%	20.4%

Engagement

State Priority: Parental Involvement

Contact Person: Jessica Pollock, PTO President
Phone Number: (760) 290-2080 ext. 2091
Members of our School Improvement Council help plan and approve our School Safety Plan and Single Plan for Student Achievement, after review and input by all staff and parents. Parents are also on the English Language Learner Advisory Committee, which meets four times during the school year. A core of volunteers and the PTO (Parent Teacher Organization) executive board members provide daily support in classrooms and the office and oversee the implementation of the various fundraising activities.

State Priority: School Climate

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	0.8%	1.0%	0.7%
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%

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 school's monthly character themes the "Hawk Way." We recognize students at weekly and monthly awards assemblies for displaying positive behaviors and for academic improvement and achievement.

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 only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

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 standards-based summative assessments in reading and mathematics each trimester. 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 trimester system, and there are three reporting periods each school year. Parents are encouraged to attend parent-teacher conferences after the first reporting period in the fall.

SCHOOL ACCOUNTABILITY REPORT CARD

School Safety
SB187 Safety Plan
Date the plan was last approved: October 2, 2018
Date the plan was last reviewed with staff: September 19, 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.

Teachers and playground supervisors monitor students outside the classrooms. Staff monitors the playgrounds before school and during recesses. We also hold monthly drills including fire, disaster, earthquake, and intruder alerts.

Posters in all classrooms remind students to use nonviolent means to solve problems and to remember our monthly character themes, the "Hawk Way." Students in our Peace Patrol help resolve conflicts on the playground. Teachers work with individual students on behavior issues by providing individual behavior contracts as needed.

Other SARC Information
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
Nurse	0.33
Speech/Language/Hearing Specialist	2.0
TOSA Intervention Support Teacher	3.35

* 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				2016-17				20017-18			
	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	25.0	2	5		27.0		5		24.0	1	6	
Grade 1	27.0		5		23.0		5		23.0		6	
Grade 2	25.0		5		23.0		6		20.0	3	3	
Grade 3	24.0		6		21.0	1	5		23.0		6	
Grade 4	32.0		2	2	31.0		4		29.0		4	
Grade 5	31.0		5		30.0		4	1	30.0	1		
Other	0.0				17.0	1	1		0.0			4

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

SCHOOL ACCOUNTABILITY REPORT CARD

School Finances

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

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$7,060	$1,794	$5,266	$78,015
District			$7,664	$79,128
State			$7,125	$80,764
Percent Difference: School/District			(31%)	(2%)
Percent Difference: School/State			(26%)	(3%)

- **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 (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)
- Lottery Instructional Materials
- Title I
- Title II Part A
- Title III Immigrant
- Title III LEP
- Staples Foundation Grant
- CSEA Check Grant
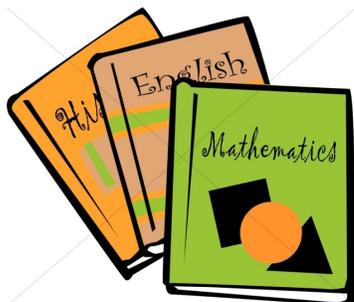
Teacher & Administrative Salaries (Fiscal Year 2016-17)

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 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.