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Grades K-5

PALOMA 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

We the members of the Paloma Elementary Family create an environment of mutual trust and respect wherein all children have an equal opportunity to achieve academic excellence, develop a love of learning, and acquire skills to become responsible members of society.

Vision Statement

Our vision is for every student to receive a quality, standards-based education in a learning environment that fosters the 21st Century skills of critical thinking, communication, creativity, and collaboration. Paloma Elementary strives to be a school where all stakeholders feel valued and respected, and where parents are encouraged to participate and be a partner in their child's education.

Principal's Message

It is my belief that all students have the capacity to learn and that it is up to us, as educators, to ensure that they have all of the tools in place to be successful. It is my goal to assist in the creation of an environment where our students feel secure and one in which they feel safe to take academic risks in their pursuit of excellence.

Our goal is that all students will continue to meaningfully increase their academic knowledge in reading, writing, math, science, and social studies. Education is very important to the future of our students, and at Paloma we will continue to strive to help them become active, inquiring, life-long learners who will be prepared for college and career, as well as for global citizenship. Our teachers employ best instructional practices which include differentiated instruction at all academic levels. This year, our teachers will continue to implement the new Common Core State Standards in all areas.

At Paloma:

- Students demonstrate respect and responsibility while putting forth their best effort toward their educational learning experience.
- Teachers and staff set and implement standards-based learning goals and monitor results in order to differentiate instruction to meet the individual needs of learners.
- Parents partner with the school to enhance their child's academic growth and strength of character.

Major Achievements

- Paloma received the National Blue Ribbon School Award For Exemplary High Performance in 2016
- Paloma was recognized as a 2015 Honor Roll Award recipient for academic excellence
- Paloma was recognized as a 2014 Honor Roll Award recipient for academic excellence
- Paloma was recognized as a Title I Academic Achievement Award School in 2012
- Paloma was recognized as a California Distinguished School in 2010
- Paloma met the requirements for SPARC certification by meeting the National Counseling Standards
- Paloma Students were recognized at the Johns Hopkins University Center for Talented Youth

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Focus for Improvement

- Focus on standards-based instruction and English Language Development.
- Focus on 21st Century Learning Skills and the 4 C's.
- Continue to focus on social/emotional development of students.
- Increase use of integration of technology in daily lessons.
- Successful implementation of Common Core State Standards.

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	173
Grade 1	146
Grade 2	154
Grade 3	148
Grade 4	153
Grade 5	137
Total Enrollment	911

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	1.5%
American Indian or Alaska Native	0.1%
Asian	9.7%
Filipino	4.1%
Hispanic or Latino	41.2%
Native Hawaiian or Pacific Islander	0.3%
White	44.1%
Two or More Races	0.0%
Other	0.0%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	36.4%
English Learners	19.4%
Students with Disabilities	10.5%
Foster Youth	0.1%

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	38	43	42	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

In addition to their regular teaching assignments, most teachers are responsible for roles in other school activities. These include acting as intervention specialists, technology coordinators, the Gifted and Talented Education (GATE) coordinator, safety advisors, School Site Council reps, and Leadership team members. Teachers also serve as parent education mentors, parent-teacher organization reps, and members of the English Learner Advisory Committee.

Specialized Services

Gifted and Talented Education: Starting in third grade, educators identify academically gifted and talented students based on the teacher recommendation or tests. Our school has approximately 30 students who qualify for this program in 4th and 5th grade.

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. Referrals for special education identification and special education services come from the on-site Student Study Team and/or parents.

Students that are identified as having learning disabilities receive the support services they require from special education teachers, speech therapists, a full-time psychologist,

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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	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	—	—

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. Our two part-time health clerks monitor daily medications for students with special needs and meet the health needs of regular education students. GATE students receive specialized, differentiated instruction within the classroom, as well as monthly after school enrichment opportunities. We also have a full time School Social Worker that provides lessons in all classrooms, as well as individual and group counseling.

English Learner Program: Students not yet fluent in English receive language support through daily ELD lessons and the following technology programs: English in a Flash and Rosetta Stone.

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 Technician works with classes weekly, supports special classroom projects, and maintains more than 10,000 volumes. Classrooms borrow books on rotation to enhance their individual collections. Our school-wide book fair, held twice each year, supports the library program along with grants, the Birthday Books program, our used book sale, and Parent Club donations.

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Homework

Homework is used to practice and reinforce skills directly tied to grade level standards and classroom instruction. Students are expected to read nightly.

Technology

We have 919 computers available for student use, which means that, on average, there is one computer for every student. All classrooms computers are connected to the Internet. We have a computer lab where computers are networked with the Internet and wireless capabilities. Our school was recently upgraded, and we have wireless access across the campus for our mobile devices- iPads and Chromebooks. All classes attend the lab at least weekly to work on grade-appropriate software. We are also a 1:1 school (one device per student) in all classrooms grades 1-5, and have provided iPads for our TK class and 6 Kindergarten classes.

School Facilities

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.

School Facility Conditions and Planned Improvements

Paloma opened its doors in 1990. The school currently has 44 classrooms (including 26 relocatables) a multipurpose room, a library, and an administration building that are networked for Internet access throughout the school. We are fortunate to be located next to a park that is frequently used for school events. A student-made tile wall decorates the front of our school, and a professional custodial staff takes great pride in maintaining the facility for students and staff. We have 2 shade structures- in the lunch area and snack area by the playground. A third shade structure will be built the Summer of 2019. We have two new sensory rooms adjacent to our new Moderate/Significant classrooms. 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.



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 18, 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			More than one room damaged ceiling tile. One room hole in wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical			X	Several rooms lights out. Outside hall broken light fixture. More than one room missing or broken diffusers. One room broken outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One restroom flush valve leaks. More than one drinking fountain needs adjustment. More than one room faucet leaks. One restroom toilet leaks.
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			More than one room door needs adjustment. More than one room loose door handles.
Overall Rating	Exemplary		Good	Fair
			93%	

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Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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%	72%	65%	65%	48%	50%
Mathematics	62%	64%	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	427	425	99.53%	72.00%
Male	215	214	99.53%	71.50%
Female	212	211	99.53%	72.51%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	100.00%	86.84%
Filipino	18	18	100.00%	77.78%
Hispanic or Latino	189	189	100.00%	56.08%
Native Hawaiian or Pacific Islander	--	--	--	--
White	173	171	98.84%	85.38%
Two or More Races			--	--
Socioeconomically Disadvantaged	186	185	99.46%	57.30%
English Learners	140	140	100.00%	55.71%
Students with Disabilities	49	49	100.00%	26.53%
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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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	430	425	98.84%	63.76%
Male	217	214	98.62%	66.36%
Female	213	211	99.06%	61.14%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	38	97.44%	94.74%
Filipino	18	18	100.00%	72.22%
Hispanic or Latino	189	189	100.00%	45.50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	173	171	98.84%	77.19%
Two or More Races			--	--
Socioeconomically Disadvantaged	186	185	99.46%	49.19%
English Learners	141	140	99.29%	51.43%
Students with Disabilities	52	49	94.23%	18.37%
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	15.8%	27.1%	42.9%

Engagement

State Priority: Parental Involvement

Contact Person: Vivian Brix
Phone Number: (760) 290-2199

Parents serve on our School Site Council, which approves the annual Single Plan for Student Achievement and its budget. Parents are also members of the English Learner Advisory Council, which advises the principal regarding students learning English. Our PTO, which always welcomes new members, provides volunteers to work in the classroom and on major school projects. Teachers welcome volunteers, especially for field trips and special students.

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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	0.4%	0.9%	1.4%
Expulsions	0.0%	0.1%	0.0%
District			
Suspensions	1.5%	2.0%	1.8%
Expulsions	0.0%	0.1%	0.0%
State			
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

Discipline

At Paloma Elementary, we implement the Character Counts program to help our students develop good citizenship and self-discipline. Throughout the year, students are recognized for the traits of Responsibility, Trustworthiness, Caring, Citizenship, Fairness, and Respect. We believe that students must be responsible for their behavior and that disruptive students may not impede the learning of others. Paloma elementary utilizes Progressive discipline across camps, ranging from restorative practices, to suspension in extreme cases.



Other SARC Information

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	25.0	1	6	23.0	1	7	20.0	2	7					
Grade 1	21.0	1	6	23.0	1	6	24.0		5					
Grade 2	22.0	1	6	25.0		6	25.0		8					
Grade 3	25.0		6	24.0		6	24.0		8					
Grade 4	27.0	1	4	26.0		5	30.0		5					
Grade 5	33.0		1	29.0	1		29.0	1		4				
Other	0.0			0.0			25.0		1					

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

School Safety

SB187 Safety Plan

Date the plan was last updated: 10/16/2018

Date the plan was last reviewed with staff: 10/3/2018

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. Our staff supervises students during dismissal to ensure their safety. We also hold monthly fire, earthquake, disaster, and intruder drills.

Our Character Education program focuses on developing responsible citizenship. Our Peer buddies program encourages students to mentor our students with special needs. Teachers also hold classroom meetings to discuss conflicts between students as needed. Our school social worker assists in the implementation of PBIS (Positive Behavior Interventions and Supports) and character education, as well.

Student Progress

Teachers in each grade level evaluate what students learn through district-approved assessments, journal entries, oral questioning, project-based evaluations, and teacher observation. Teachers assess students throughout the year in all curricular areas. We are on a semester system, with two reporting periods each school year. Parents are encouraged to attend parent-teacher conferences in the fall.

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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	1.0
Nurse	0.33
Speech/Language/Hearing Specialist	2.0
Other	2.41

* 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.

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	\$7,015	\$1,463	\$5,552	\$77,748
District			\$7,664	\$79,218
State			\$7,125	\$80,764
Percent Difference: School/District			(28%)	(2%)
Percent Difference: School/State			(22%)	(4%)

- **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)
- Teacher Credential Block Grant
- Lottery Instructional Materials
- Title II-Part A
- Title III Immigrant
- 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

SCHOOL ACCOUNTABILITY REPORT CARD

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.

