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Grades K-5

**SAN ELIJO ELEMENTARY SCHOOL**  
**School Accountability Report Card**  
Reported Using Data from the 2017-18 School Year  
Published During 2018-19  
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**Contents**

About this School  
Conditions of Learning  
Specialized Services  
Textbooks  
School Facilities  
Pupil Outcomes  
Other Pupil Outcomes  
Parental Involvement  
School Climate  
Other Information  
School Finances  
Professional Development  
About the SARC

**About This School**

**School's Mission Statement**

At San Elijo Elementary School we are a child-centered family encouraging students to achieve their personal best while taking academic risks and demonstrating responsibility for themselves. Our enthusiastic community sets high expectations for life-long achievement through acceptance and support of all.

**School Description**

Our school is committed to the belief that **all students can and will learn**. We feel that creating cohesive and effective professional learning teams is the best practice in achieving our goals for students. Our priorities focus on teaching essential state standards, monitoring student progress on these targeted standards, and making informed decisions for those students still needing differentiated instructional support. Additionally, we take great pride in supporting the social and emotional needs for all our students.

Our school motto **SEE us SOAR** reminds students, staff, and parents to Seize Opportunities and Achieve Results (SOAR). This year we continue our focus on shared leadership as well as shared ownership of all students. We believe that when we SOAR together, we all achieve more, so collaboration around results is our school culture. Our grade level leadership works collaboratively with site administration to support a structure for regular weekly collaboration.

In addition to our general education population, we house three Excel Classes and four Learning Center programs. All our students in these programs are mainstreamed into the general population based on their individual needs and supports.

Our character education program, "**Living the Eagle Way**" incorporates character traits with an emphasis on kindness and empathy into our daily lives at SEES. Teachers deliver monthly lessons on the traits along with showing monthly videos produced by administration supporting our school culture and character traits. Students are reinforced in and out of class for displaying these character traits. Students of the month are selected by classroom teachers based upon these character traits. The character traits, with the focus of empathy, has emerged from our knowledge on creating an anti-bullying environment for all students. Students at SEES learn that words can be hurtful, so they should check their language frequently. Students are taught that unkind words and bullying are not tolerated. The use of restorative practices and building relationships with other students is a key part to this culture. Our kindness ambassadors patrol our playground to support kindness on our playground.

**Major Achievements**

- Our students consistently demonstrate a strong academic achievement on district required assessments and classroom performance.
- Our CASSPP scores continue to be well above the state average in both ELA and Math.
- In the spring of 2018, we were recognized by the California Department of Education as a California Distinguished School.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Focus for Improvement

- Our school-wide goals are comprehensive and are carefully outlined in our School Single Plan.
- We continue to provide before school classes to support students who need extra support in math. Additional reading support as a second dose is provided by our intervention team during school hours.
- We will continue to assist students who need to develop their English proficiency through providing an after-school Enrichment Club twice a week along with designated daily ELD lessons.
- We continue to strive towards collaborating successfully with professional learning community to support progress for all.
- “Living the Eagle Way,” character education lessons are delivered each month focusing on respect, responsibility, trustworthiness along with empathy. Students are recognized for demonstrating these skills at our monthly flag salutes.
- Our social worker meets with students regularly to support students social and emotional needs. Additionally she delivers lessons to all classrooms to support a school wide implementation of the Zones of Regulation.

### 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	0.5%
American Indian or Alaska Native	0.4%
Asian	6.9%
Filipino	1.6%
Hispanic or Latino	21.5%
Native Hawaiian or Pacific Islander	0.2%
White	69.0%
Two or More Races	0.0%
Other	0.0%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	14.9%
English Learners	8.9%
Students with Disabilities	10.4%
Foster Youth	0.0%

### 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	190
Grade 1	187
Grade 2	185
Grade 3	141
Grade 4	189
Grade 5	187
<b>Total Enrollment</b>	<b>1,079</b>

### 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
<b>With Full Credential</b>	45	51	49.5	929.1
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	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
<b>Misassignments of Teachers of EL</b>	1	0	0
<b>Total Teacher Misassignments</b>	1	0	0
<b>Vacant Teacher Positions</b>	1	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).



## SCHOOL ACCOUNTABILITY REPORT CARD

### 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
<b>Reading/Language Arts</b>	K-5 Benchmark Advance Step Up to Literacy	2016	Yes	0%
<b>Mathematics</b>	K-2 Houghton Mifflin Math Expressions	2008	Yes	0%
	3-5 Curriculum Associates Ready Mathematics	2015	Yes	0%
<b>Science</b>	Scott Foresman Science	2009	Yes	0%
<b>History-Social Science</b>	Harcourt California Reflections	2007	Yes	0%
<b>Supplemental Instructional Materials</b>	See Below	2013-2014	—	—

### 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

All classrooms grades 1-5 have 6 or more student devices in addition to weekly access Chromebook carts, document cameras, and projectors. We have ten classes with 1:1 devices which are receiving training at a district level to support effective implementation.

#### Specialized Services

**Gifted and Talented Education:** Third-grade students will be assessed for GATE designation based on recommendations. Multiple measures are used to qualify students including standardized tests scores and teacher and parent input. We offer differentiated coursework as appropriate as well as before and after school enrichment for those students who qualify. Many of our upper-grade teachers have their GATE certificate which qualifies them to provide an accelerated curriculum. Formal GATE designation begins in fourth grade and continues through fifth grade.

**English Learner Program:** Most students not yet fluent in English are clustered in each of our classrooms at San Elijo. Students receive instructional support to develop and learn English including daily designated ELD lessons. San Elijo Elementary School has over 90 English Learner students enrolled in specific instructional settings in 2018-2019.

## SCHOOL ACCOUNTABILITY REPORT CARD

This year we continue to apply our recent professional development to support specific instructional classroom practices that increase active participation, collaborative conversations and activities utilizing the five domains of language (reading, writing, speaking, listening and thinking). Additionally, this year we provided staff development in language goals for each lesson. Teachers were trained to evaluate the language needs necessary to support content standards and to embed these language objectives into their daily lessons. We hold regularly scheduled English Learner Advisory Committee (ELAC) meetings which provide parents regular information about school activities and encourage their participation at these events.

**Special Education Program:** Students who qualify with moderate to severe learning difficulties receive 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 with special needs receive the support services they require from a special education teacher, a speech therapist, a part-time psychologist, and/or classroom aides.

We have a student study team, which consists of teachers, a special education teacher, a psychologist, and administration. The team makes appointments to meet with families as the need arises and follow the Response to Intervention (RTI) model. They may meet because a child needs speech therapy, has a suspected learning disability, or engages in behavior that

interrupts learning. All our special education students are mainstreamed accordingly and provided support in all areas to meet their IEP goals.

### School Facilities

#### School Facility Conditions and Planned Improvements

San Elijo Elementary School opened August of 2006. This year our enrollment is over 1000 students in transitional kindergarten through fifth grade. We serve a community located in one of San Diego County's fastest growing areas. Our current student population represents a mix of socioeconomic levels from low income to extremely high wealth. Our campus of 10 acres is located just up the hill from San Elijo Middle School.

#### 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 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	X			One room ceiling tile not set properly.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
<b>Electrical:</b> Electrical	X			More than one room lights out. One room light covers loose. One rom lenses are dangling. Two rooms hand dryers broken. One room lights need sink hole cover.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			One classroom sink needs caulking. One classroom faucet needs adjustment. One room water flow needs adjustment in sink. Two rooms faucets. One restroom toilet not flushing. One restroom toilet seat loose. One drinking fountain adjust water flow.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	X			No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		More than one room door does not latch. More than one room doors need adjustment. One room panic bar latch needs repair. Several rooms locks need repair.
<b>Overall Rating</b>	<b>Exemplary</b>			
			<b>Good</b>	<b>Fair</b>
			<b>96%</b>	
				<b>Poor</b>

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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

**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.

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
<b>ELA/Literacy</b>	80%	82%	65%	65%	48%	50%
<b>Mathematics</b>	71%	72%	49%	51%	37%	38%

#### 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 for ELA by Student Groups, Grades 3-5 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	509	503	98.82%	81.51%
<b>Male</b>	267	263	98.50%	78.71%
<b>Female</b>	242	240	99.17%	84.58%
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	41	41	100.00%	97.56%
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	108	108	100.00%	59.26%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	343	337	98.25%	86.65%
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	88	86	97.73%	55.81%
<b>English Learners</b>	65	64	98.46%	50.00%
<b>Students with Disabilities</b>	45	45	100.00%	35.56%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**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.

## SCHOOL ACCOUNTABILITY REPORT CARD

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	510	502	98.43%	72.11%
Male	268	263	98.13%	77.95%
Female	242	239	98.76%	65.69%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	41	100.00%	92.68%
Filipino	--	--	--	--
Hispanic or Latino	108	108	100.00%	52.78%
Native Hawaiian or Pacific Islander	--	--	--	--
White	344	336	97.67%	75.89%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	88	86	97.73%	43.02%
English Learners	65	64	98.46%	42.19%
Students with Disabilities	46	45	97.83%	20.00%
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	12.0%	26.6%	42.4%

### Engagement

#### State Priority: Parental Involvement

**Contact Person: Carolyn Kalicki, Principal**

**Phone Number: (760) 290-2600**

Our PTO, School Site Council, Safety Committee, and the English Language Advisory Council are all very active groups of parents and staff, who work diligently to support and guide the school. New members are always welcomed. All teachers’ welcome volunteers, especially for field trips, special projects, and weekly classroom support. We believe strongly that parental involvement is the key to individual student and school success. We encourage parents to take an active role in our school, and we are proud of both the number and commitment of our parent volunteers. Every day parents actively participate at San Elijo Elementary by volunteering in classrooms, working with students in Science Lab, supporting our garden program, providing lunchtime games during our Eagle Play program or volunteering after hours for various PTO events.

## SCHOOL ACCOUNTABILITY REPORT CARD

### State Priority: School Climate

#### School Safety

##### SB187 Safety Plan

**Date the plan was last updated:** 10/3/2018

**Date the plan was last reviewed with staff:** 8/16/2018

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. We also hold monthly fire drills, yearly earthquake and disaster drills, and quarterly lockdown drills for all students and staff. Our teachers hold monthly meetings to discuss at-risk students and intervention possibilities. Our staff has been trained in assertive discipline, which uses a system of rewards and consequences.

San Elijo Elementary is a closed campus. Parents drop their students off at the gate to enter the school grounds independently. Parents are asked to wait to meet their child in front of the school or off campus after school. Gates are immediately locked at the beginning of the day and the after dismissal at the end of the day. Any volunteers during the school day must sign in using our electronic volunteer sign in system and wear a badge while on campus.

#### 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	0.1%	0.2%	0.1%
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

Respect, safety, and responsibility are keys to providing a supportive, positive, and safe learning environment. The school discipline plan encourages positive student behaviors. Privileges and consequences are clear and communicated to students and parents throughout the school year. A coordinated network of academic and support services is provided to meet the needs of at-risk students.

The District is committed to the prevention of harmful behaviors and maintains a discipline policy to address violations of the California Education Code. There is an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation. This policy is strictly enforced. Students are supervised while on campus before, during, and after school. Visitors to the campus must sign in and be properly identified before entering campus. All visitors to SEES sign a confidentiality agreement and documentation to ensure they are not a person required to register as a sex offender under Section 290 of the Penal Code.

### 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 individually three times a year in ELA and math with CCSS common assessments.

New this year, SMUSD have moved to a semester system; there are two report card periods each school year parents are encouraged to attend a parent-teacher conference midway through the first reporting period.

### 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
Other: TOSA Intervention Support Teacher	1.94

\* 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 ACCOUNTABILITY REPORT CARD

### 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			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	3	8		25.0	2	6		22.0	1	8	
Grade 1	24.0		8		23.0		7		23.0		8	
Grade 2	25.0		10		23.0		6		23.0		8	
Grade 3	24.0		11		23.0		8		23.0		6	
Grade 4	33.0		2	6	32.0		6		31.0		6	
Grade 5	29.0		9		34.0		1	5	27.0	1	6	
Other	6.0	1			15.0	2	1		6.0	1		

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

### 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	\$6,749	\$1,204	\$5,545	\$78,165
District			\$7,664	\$79,218
State			\$7,125	\$80,764
<b>Percent Difference: School/District</b>			(28%)	(4%)
<b>Percent Difference: School/State</b>			(27%)	(2%)

- **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 II Part A

#### 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
<b>Percent of District Budget</b>		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	5.0%	5.0%

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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.

