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Grades K-5

SAN MARCOS ELEMENTARY SCHOOL

School Accountability Report Card

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

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San Marcos Unified School District

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About This School

School's Mission Statement

It is the mission of the staff of San Marcos Elementary School to ensure that every child has the right to receive quality instruction to prepare for college and career success in the 21st century. We will provide real-world learning opportunities through technology, collaboration, communication, creativity and critical thinking. SME staff has the privilege of collaborating with highly motivated, creative and professional colleagues. We will continually evolve and improve upon our own teaching practices to create a rigorous, engaging learning environment.

Principal's Message

Through our **Collaborative Community**, we have created a school that:

- Focuses on the needs of all students through a common vision, shared decision making, and meaningful collaboration focused on results.
- Uses a systematic approach to assessment to ensure all students are meeting state standards.
- Provides all students with a comprehensive, balanced, standards-aligned curriculum.
- Utilizes a variety of instructional practices to meet the needs of all students.
- Fosters academic excellence through high quality professional development for all staff.
- Promotes instructional leadership and collaboration among teachers and paraprofessionals.
- Advocates a college-bound culture for all students.
- Ensures that all students in need have access to support services.
- Maximizes student achievement through a focus on student health and well-being.
- Involves our community in contributing to the success of our school.
- San Marcos Elementary is an organization that is committed to working at our highest levels and doing whatever it takes for the good of the group – our students!

Major Achievements

- In 2012, we reclassified 78 students to RFEPs (Reclassified Fluent English Proficient) status! We reclassified more students than ever before and had the highest percentage in our district.
- In 2013, San Marcos Elementary again reclassified 78 students to RFEP status! We continue to reclassify students before they leave SME to middle school.
- In 2014, San Marcos Elementary reclassified more students than ever before. 177 students were newly reclassified as proficient English speakers.
- In 2015, students increased their overall CAASP scores in English Language Arts by 12% points.
- In 2016, California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. San Marcos Elementary is proud of the scores they received on the first Dashboard. SME received the highest possible rating (Blue) in the category of English Learner Progress (K-12).

Focus for Improvement

- We will provide a thorough and systematic intervention program to ensure all our students meet and exceed grade level standards in language arts and math.
- We will identify students based on language proficiency and provide 30 minutes of daily standards-based ELD instruction to support the language needs of our students.
- We will provide timely assessments to monitor student progress to ensure mastery of grade level standards.
- We will provide strategic and systematic writing instruction starting in Kindergarten.
- We will implement the CCSS in English Language Arts, ELD, and Mathematics at all grade levels.

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- San Marcos Elementary school focus is for improvement in the areas of English Language Arts and Math.

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	159
Grade 1	112
Grade 2	117
Grade 3	109
Grade 4	142
Grade 5	146
Total Enrollment	795

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	0.9%
American Indian or Alaska Native	0.1%
Asian	0.4%
Filipino	0.1%
Hispanic or Latino	96.8%
Native Hawaiian or Pacific Islander	0.1%
White	1.5%
Two or More Races	0.0%
Other	0.1%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.3%
English Learners	58.9%
Students with Disabilities	11.8%
Foster Youth	0.0%

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	44	40	40	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).

Specialized Services

Special Education Program: San Marcos Elementary students with special needs receive the support services they require from 2 full-time Intervention Specialists, five special education teachers, one speech therapist, a full-time psychologist, one part-time at-risk counselors, a full-time social worker, a music teacher and seven classroom aides. SME has an active Student Success Team to support parents and teachers with concerns about student progress. Our Student Success Team is made up of teachers, the assistant principal, a special education teacher, the Intervention Specialists, and a psychologist. They meet regularly to monitor individual student progress and make recommendations and suggestions to teachers and parents in ways to support improved student learning. San Marcos Elementary has an inclusive environment for students with special needs. We also have two part-time health aides who coordinate services for all students with the district nurse assigned to our site.

Students with moderate to severe learning difficulties 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.

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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 3-5 Curriculum Associates Ready Mathematics	2008 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	—	—

Gifted and Talented Education: Starting in third grade, educators identify academically gifted and talented students based on the teacher recommendation or tests.

English Learner Program: Most students not yet fluent in English are clustered in each of our classrooms at San Marcos Elementary. Students receive daily instruction to develop and learn English. San Marcos Elementary School had over 700 English Learner students enrolled in specific instructional settings in 2017-18.

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

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

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

Mathematics Supplemental Instructional Materials

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

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

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

Technology

We have 655 computers available for student use, which means that, on average, there is one computer for every 1-2 students. All classrooms in 3rd-5th grade are 1 to 1 Chromebook classrooms. Teachers use an Inquiry-Based Model for instruction using technology. All classrooms have current technology. Every classroom has ceiling mounted short-throw LCD projectors, speaker/microphone system, document cameras, student computers and some of our upper grades have ENO interactive whiteboards. All classrooms have Internet access through data ports and our wireless network. A media center is available for general classroom use during the week.

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Library

Our library, located in the middle of our indoor campus has added over 7,000 books and reference materials to our collection. Its card catalog is now fully automated and computerized, and we now boast a large and growing collection of Accelerated Reader books for students to use as part of our reading incentive program. Students are encouraged and welcomed to come to the library during recess and after school to check out books, take quizzes on the computer and participate as library helpers. A mini-computer lab in the library is available for students to learn keyboarding and research skills, and our library technician works weekly with all classes to teach essential library skills and check out books.

Homework

Reading homework is assigned Monday through Thursday: 10 to 20 minutes for grades one through three and 30 to 45 minutes for grades four and five. Students have access to multiple computer programs for mathematics and ELA they can use as practice at home each night. Kindergartners receive weekly assignments. Homework is used to practice and reinforce skills directly tied to classroom instruction.



School Facilities

School Facility Conditions and Planned Improvements

San Marcos Elementary School opened its new school facility in August 2010. Currently, our school includes two two-story buildings and one one-story building. The main building, on the first floor, is where our library, multi-purpose room, kitchen, main offices, kindergarten and first grades are located. On the second story houses our 3rd-5th-grade classrooms. Our second building houses kindergarten on the bottom story and 2nd grade on the second story. The third outside building has some of our 3rd-grade classrooms. We also have one state preschool class in this smaller building.

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 13, 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 shelf falling off the wall. More than one room damaged ceiling tile. One room loose top step.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical	X			More than one room lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			On restroom toilet not flushing. More than one restroom adjust sink water flow. One room faucet loose. More than one drinking fountain needs adjustment. One toilet adjust water flow.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			One room drywall needs patching.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Several doors need adjusting. Several locks need adjustment and/or replacement.
Overall Rating	Exemplary			Good
	99%			
				Poor

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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	29%	26%	65%	65%	48%	50%
Mathematics	25%	21%	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	397	391	98.49%	26.34%
Male	195	193	98.97%	24.35%
Female	202	198	98.02%	28.28%
Black or African American			--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	389	384	98.71%	26.30%
Native Hawaiian or Pacific Islander			--	--
White	--	--	--	--
Two or More Races			--	--
Socioeconomically Disadvantaged	261	257	98.47%	22.57%
English Learners	347	344	99.14%	24.13%
Students with Disabilities	61	59	96.72%	3.39%
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	397	390	98.24%	20.51%
Male	195	193	98.97%	21.76%
Female	202	197	97.52%	19.29%
Black or African American			--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	389	383	98.46%	20.37%
Native Hawaiian or Pacific Islander			--	--
White	--	--	--	--
Two or More Races			--	--
Socioeconomically Disadvantaged	261	257	98.47%	16.73%
English Learners	347	343	98.85%	18.37%
Students with Disabilities	61	59	96.72%	3.39%
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	23.9%	26.1%	15.5%

Engagement

State Priority: Parental Involvement

Contact Person: Stephanie Wallace

Phone Number: (760) 290-2430

Parents are members of our School Site Council, which approves the annual Single Plan for Student Achievement and the budget. Parents are also members of the English Learner Advisory Committee; whose function is to advise the principal regarding students learning English.

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State Priority: School Climate:

Discipline

Respect, safety, and responsibility are keys to providing a San Marcos Elementary stress-free positive learning environment for all students. We teach our SME students to live “The Tiger Way” by following our three personal standards; Make good choices, Be respectful and Solve your problems. Teachers also focus on monthly character themes through our character education program. Our goal is to develop good citizenship and self-discipline through positive reinforcement. The staff consistently enforces established rules and consequences. The campus is safe and orderly, and students care about themselves, others, and the school. Weekly awards assemblies recognize students for their positive behavior and academic achievements.

We believe that students must be responsible for their behavior and that disruptive students harm our learning environment. However, it is often not fruitful to bar students from attending school. We have an in-school suspension policy under which students still come to school, speak to an administrator, and keep up with their studies in the office. In extreme cases, students are suspended from school and parents must conference with an administrator.

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. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here

Suspensions and Expulsions

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

	School		
	2015-16	2016-17	2017-18
Suspensions	0.2%	0.8%	0.4%
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%

Student Progress

SME teachers monitor student progress systematically and regularly throughout the school year. Students are assessed yearly on the Smarter Balanced Assessment, as well as each semester on the district assessments. They also participate in more frequent monitoring during each trimester (every 6-8 weeks) using teacher generated common assessments to track their progress on specific skills that are being taught in ELA, ELD and math. 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 after each unit. The results of these grade-level assessments are then analyzed, and specific intervention programs are targeted to students who are not meeting grade-level expectations. We are on a semester system, and there are two reporting periods each school year. Parents are encouraged to attend parent-teacher goal setting conferences in the fall.

School Safety

SB187 Safety Plan

Date the plan was last approved: 9/19/2018

Date the plan was last reviewed with staff: 9/20/2018

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 45 minutes before the start of school and immediately after dismissal. We have crossing guards to help children cross the streets near our school every morning and afternoon. We also hold monthly fire, earthquake, disaster, and lockdown drills for all students.

Our conflict-resolution program, Safe School Ambassadors, trains third, fourth and fifth grade students to act as peer mediators. They are available at all recesses to help students resolve their conflicts. Our teachers hold classroom meetings to discuss conflicts between students as needed.

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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
Academic Counselor	1.0
Psychologist	1.0
Social Worker	1.0
Nurse	0.33
Speech/Language/Hearing Specialist	1.00
Other: TOSA Intervention Support Teacher	2.47

* 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)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$7,541	\$1,571	\$5,970	\$78,308
District			\$7,664	\$79,218
State			\$7,125	\$80,764
Percent Difference: School/District			(22%)	(1%)
Percent Difference: School/State			(16%)	(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.

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	24.0	0	7	0	25.0	0	6	0	23.0	0	7	0
Grade 1	23.0	0	5	0	22.0	0	6	0	22.0	0	5	0
Grade 2	25.0	0	6	0	23.0	0	5	0	23.0	0	5	0
Grade 3	21.0	1	6	0	23.0	0	6	0	22.0	0	5	0
Grade 4	26.0	0	7	0	24.0	0	6	0	26.0	0	5	0
Grade 5	25.0	0	6	0	26.0	0	7	0	26.0	0	6	0

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

- 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>.

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 (ES)	\$120,248	\$123,495
Average Principal Salary (MS)	\$127,163	\$129,482
Average Principal Salary (HS)	\$143,974	\$142,414
Superintendent Salary	\$333,971	\$271,429
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

SCHOOL ACCOUNTABILITY REPORT CARD

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 I
- Title II Part A
- Staples Foundation
- Fuel Up to Play 60 Grant
- National Foundation 4 Autism Research Grant
- ASES After School Program

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.

