



Santa Margarita School

1 Carnes Road • Oceanside, CA 92058 • (760) 901-7900 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Oceanside Unified School District

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District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

District Administration

Julie Vitale, Ph. D.

Superintendent

Shannon Soto, Ed. D.

Deputy Superintendent

Todd McAteer

**Associate Superintendent Human
Resources**

Mercedes Lovie, Ed. D

**Associate Superintendent Business
Services**

School Description

Santa Margarita School is a place where all students succeed. We have grown from an underperforming school in 1999 to a California Distinguished School in 2004 and a National Blue Ribbon School in 2006. In 2005 we were also named a Title I Academic School. Because we serve a large military community, our student mobility and multiple deployment rates are high. We focus on assessing new students promptly and place them in instructional programs that will meet their needs, providing extra support as necessary.

In addition to all this, our school buildings and beautiful campus create a welcoming environment for all students and staff.

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	78
Grade 2	77
Grade 3	71
Grade 4	57
Grade 5	44
Grade 6	55
Grade 7	36
Grade 8	39
Total Enrollment	568

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.9
Asian	0.5
Filipino	3.7
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	1.1
White	42.1
Two or More Races	8.6
Socioeconomically Disadvantaged	38.2
English Learners	1.4
Students with Disabilities	13
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Santa Margarita School	17-18	18-19	19-20
With Full Credential	36.02	0.0	31
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	2

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at Santa Margarita School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	1
Total Teacher Misassignments*	0.0	0.0	1
Vacant Teacher Positions	0.0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin Reading California: Adopted 2003</p> <ul style="list-style-type: none"> • Big Books (Grade K) • Textbooks (Grades 1-5) <p>Houghton Mifflin ELD, Adopted 2011</p> <ul style="list-style-type: none"> • Practice Books (K-5) <p>K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011</p> <p>Holt Literature & Language Arts, Adopted 2003: Textbooks</p> <ul style="list-style-type: none"> • Introductory Course (6th) • Course One (7th) • Course Two (8th) <p>6-12: ELD I/II Holt Literature & Language Arts – ELDI/II, Adopted 2012</p> <ul style="list-style-type: none"> • Interactive Reader & Language Workbooks(6th -10th) <p>6-8: ELD III/IV - Houghton Mifflin Harcourt Scholastic 3D Course I: Student Book, Adopted 2011</p>
Mathematics	<p>K-5 Houghton Mifflin Harcourt GoMath!, Adopted 2016</p> <ul style="list-style-type: none"> • Student Edition <p>6-8 Holt CA Mathematics Course 1 & 2: Textbooks, Adopted 2008</p> <p>6-8 Prentice Hall Algebra I: Textbooks, Adopted 2008</p>
Science	<p>FOSS, Delta Education: Science Kits, Adopted 2008</p> <p>Prentice Hall: Textbooks, Adopted 2007</p> <ul style="list-style-type: none"> • Focus on Earth Science (6th) • Focus on Life Science (7th) • Focus on Physical Science (8th)
History-Social Science	<p>Reflections/Harcourt, Adopted 2007</p> <ul style="list-style-type: none"> • Big Books (Grade K-1) • Textbooks (Grades 2-5) <p>Prentice Hall: Textbooks, Adopted 2006</p> <ul style="list-style-type: none"> • Ancient Civilization (6th) • Medieval and Early Modern Times (7th) • America, History of Our Nation (8th)

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	B MPR: 4. TABLES ARE BROKEN WITH TRIM PROTRUDING/ INJURY HAZARD RM 18: 4. WATER STAIN CEILING TILES RM 20: 4. WATER STAIN CEILING TILES RM 35: 4. WATER STAINS CEILING TILES RM 6: 4. WATER STAINS CEILING TILES AT ENTRY

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM 22: 7. 4 LIGHT PANELS ARE OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	BOYS RR: 11. PAINT IS CHIPPING ON HAND DRYER
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. 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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	64	45	46	50	50
Math	57	62	36	36	38	39

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.

Note: ELA 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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.0	21.3	14.9
7	28.6	22.9	20.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	283	91.88	64.31
Male	171	155	90.64	56.13
Female	137	128	93.43	74.22
Black or African American	33	31	93.94	45.16
Asian	--	--	--	--
Filipino	12	12	100.00	83.33
Hispanic or Latino	111	103	92.79	66.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	110	90.91	64.55
Two or More Races	21	19	90.48	73.68
Socioeconomically Disadvantaged	130	113	86.92	57.52
English Learners	14	12	85.71	66.67
Students with Disabilities	47	36	76.60	36.11
Homeless	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	282	91.56	61.70
Male	171	155	90.64	58.71
Female	137	127	92.70	65.35
Black or African American	33	31	93.94	41.94
Asian	--	--	--	--
Filipino	12	12	100.00	91.67
Hispanic or Latino	111	103	92.79	64.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	109	90.08	62.39
Two or More Races	21	19	90.48	57.89
Socioeconomically Disadvantaged	130	113	86.92	60.18
English Learners	14	12	85.71	66.67
Students with Disabilities	47	36	76.60	30.56
Homeless	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

We have many ways for parents to participate at our school. Parents can join our School Site Council, which helps to oversee the implementation of our School Plan for Student Achievement and stimulates academic improvement. Our PTSA helps our school by funding student field trips, family events, and instructional materials. Teachers welcome classroom volunteers to help with projects in the classroom. Our library tech welcomes volunteers to help in the library as well.

We currently offer several unique family nights (Tech Night, Meet and Greet, Back to School Night and Family support), including others sponsored by the Military Child Education Coalition. The contact person for parent involvement is Kathy Shippen, who can be reached at (760) 901-7900.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Students attend a monthly school-wide assembly to help build a culture of caring and respect. We recite our Mustang Pledge of Allegiance each morning in classrooms to reinforce a sense of pride and belonging for everyone. In order to ease students' transition to our school, Lunch Recess Options provides smaller group supervised indoor recreational activity choices. Our students help new students feel welcomed, and this gives them the opportunity to take on a leadership role. Our discipline policy focuses on educating children to make safe and respectful choices.

We hold a series of School Safety Meetings which bring staff, students, and parents together to discuss the safety climate on our campus. Students are given the opportunity to share their thoughts on bullying, staff interaction, and feeling safe and nurtured. This team also reviews the results of the annual California Healthy Kids Survey.

Every October we have at least one school-wide lockdown drill to assess staff and student knowledge and our ability to create a safe harbor in a short amount of time. We then continue to hold announced drills each month to establish a safety mindset.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	1.9	3.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		23	2	2		22		5	
1	20	3	2		24		4		22		3	
2	23	1	3		21		4		22		4	
3	20	3	1		17	4			18	4		
4	31		2		31		2		28		2	
5	28		3		22		3		22		2	
6	25	2	10		25	2	9		25	1	10	
Other**												

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	3	1		22	2	2		19	4		
Mathematics					22	3	1		19	4		
Science	22	2	2		22	2	2		19	4		
Social Science	21	2	2		22	2	2		19	4		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Teachers participate in Professional Learning Communities where they use data to improve instruction and to investigate way to meet student's needs. They sign up and attend workshops and training sessions to improve their skills as well as learn new techniques of instruction.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12675.43	3462.52	9212.9	\$87,225
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.8	6.9
School Site/ State	20.4	6.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.