



San Luis Rey Elementary School

3535 Hacienda Drive • Oceanside CA, 92054 • (760) 721-2306 • Grades K-5

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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

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Eric Joyce, Clerk

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District Administration

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Shannon Soto, Ed. D.

Deputy Superintendent

Todd McAteer

**Associate Superintendent Human
Resources**

Mercedes Lovie, Ed. D

**Associate Superintendent Business
Services**

School Description

San Luis Rey Elementary School holds high expectations for student achievement and behavior. We provide HOPE to our students and the community. H - We Honor and Respect everyone. O - Open Hearts and Minds. P - Perseverance; We never give up. E - Everyone is Family. We are committed to helping each student become academically successful. Our dedicated teachers meet with parents and discuss with them how they can better support their child. Grade-level teams collaborate to ensure that teachers cover the Common Core Standards during each school year. Our small enrollment of about 275 students allows us to pay close attention to individual students.

We strive to have a balanced approach to teaching children literacy, and provide different programs to help students at their particular level. To support math instruction, most of our teachers have been trained with Cognitively Guided Instruction (CGI) strategies as well as the Go Math Program. We have two computer labs that allow students individual practice targeted to their particular needs and skills. Our 3rd, 4th, and 5th grade students also have access to one to one Chromebooks to enhance their learning experience and better prepare them for the 21st Century and real world skills. We provide a wonderful after-school program through the Boys and Girls Club of Oceanside, which gives students a great place to go after hours.

Parents are integral to our success. We encourage you to attend School Site Council, PTA, and English Language Advisory Committee meetings. We appreciate parents who participate in school functions. Please volunteer in our classrooms or our school-wide events like Fall Festival, Field Day, and Math and Literacy Nights.

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	64
Grade 1	47
Grade 2	41
Grade 3	47
Grade 4	47
Grade 5	42
Total Enrollment	288

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	2.1
Hispanic or Latino	74.3
Native Hawaiian or Pacific Islander	0.7
White	8.3
Two or More Races	5.2
Socioeconomically Disadvantaged	79.5
English Learners	32.6
Students with Disabilities	10.8
Homeless	1

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 San Luis Rey	17-18	18-19	19-20
With Full Credential	14.80	0.0	12
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

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 San Luis Rey Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
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	Scholastic Big Day (TK) <ul style="list-style-type: none"> Teacher Resource Kit, Adopted 2014 Houghton Mifflin Reading California: Adopted 2003 <ul style="list-style-type: none"> Big Books (Grade K) Textbooks (Grades 1-5) Houghton Mifflin ELD, Adopted 2011 <ul style="list-style-type: none"> Practice Books (K-5) K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
Mathematics	Transitional Kinder: Scholastic Big Day, Adopted 2014 Houghton Mifflin Harcourt GoMath!, Adopted 2016 <ul style="list-style-type: none"> Student Edition
Science	Transitional Kinder: Scholastic Big Day, Year Adopted 2014 FOSS, Delta Education, Adopted 2008 (K - 5)
History-Social Science	Transitional Kinder: Scholastic Big Day, Adopted 2014 Reflections/Harcourt, Adopted 2007 <ul style="list-style-type: none"> Big Books (Grade K-1) Textbooks (Grades 2-5)

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	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	BOYS RR: 7. LIGHT PANEL IS OUT 14. TRIP HAZARD AT ASPHALT SEAM ON WALKWAY RM K-1: 7. INADEQUATE LIGHTING 2 LIGHT PANELS ARE OUT/ LIGHT DIFFUSER IS MISSING RM K-2: 7. LIGHT DIFFUSER IS MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	RM 13: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 15: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 16: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 5: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM A/ SPEECH: 11. PAINT IS CHIPPING ON DOOR
Structural: Structural Damage, Roofs	Good	RM 21: 12. DRY ROT ON NORTH SKIRTING RM 22/MUSIC: 12. DRY ROT ON EAST SKIRTING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BOYS RR: 7. LIGHT PANEL IS OUT 14. TRIP HAZARD AT ASPHALT SEAM ON WALKWAY RM 1: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM ON WALKWAY
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	17	25	45	46	50	50
Math	7	15	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	13.2	13.2	13.2

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	135	132	97.78	25.00
Male	72	70	97.22	22.86
Female	63	62	98.41	27.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	101	98	97.03	22.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	109	97.32	20.18
English Learners	56	54	96.43	14.81
Students with Disabilities	24	24	100.00	8.33
Students Receiving Migrant Education Services	--	--	--	--
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	135	134	99.26	14.93
Male	72	72	100.00	16.67
Female	63	62	98.41	12.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	101	100	99.01	14.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	111	99.11	12.61
English Learners	56	56	100.00	8.93
Students with Disabilities	24	24	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
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)

Parental involvement is key to student success at San Luis Rey Elementary School. We have Coffee with the Principal to give parents a more relaxed environment to share what is working and what needs improvement for our school community. Parents who serve on our School Site Council help make decisions about budget expenditures. Our PTA consists of dedicated parents who work collaboratively with staff members to plan fund-raising events and family activities such as the annual Fall Festival, Spring Variety Show, and TGIS BBQ. Our PTA also funds educational assemblies for all students. Parents volunteer in classrooms and accompany students on field trips. We have a Family Leadership Club run by our School Community Advisor. Please call our school office at (760)721-2300 so that you can become involved in your child's school.

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

The safety of our students and staff is one of our highest priorities. We update our Safe School Plan annually. With the guidance of the Oceanside Police Department, we have developed a Crisis Response Plan, which is also updated annually. The plan includes procedures for emergencies, exit routes, and dismissal. We hold regular fire and disaster drills, as well as Lock Down drills. Playground supervisors monitor the halls and grounds before school, during lunch, and at recesses. Visitors to our campus must sign in at the office and wear a visitor's badge while on school grounds. District and site custodians check playground equipment regularly.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.7	4.6	8.7
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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5
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		3		21	1	2		22	1	2	
1	21	1	2		20	1			24		2	
2	24		2		25		3		20	1	1	
3	17	3			25		2		24		2	
4	27		2		24		2		29		1	
5	32		2		26		2		30		2	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Teachers have been given Professional Development Days to attend training they need in the areas of need based on student data. They also have been given additional Professional Development Days in areas in which they want to improve. Our school wide need is in the area of Literacy and the teachers will be receiving support specifically in Reading on additional Professional Development Days. For 2019-2020 we are also using these Wednesdays for additional professional development opportunities (not reflected in the numbers above).

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	12570.18	2775.51	9794.66	\$83,460
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	6.9	2.5
School Site/ State	26.4	1.7

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.