



Paloma Elementary School

660 Camino Magnifico • San Marcos • 7602902199 • Grades K-5

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

San Marcos Unified School District

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School Description

Paloma opened its doors in 1990. The school currently has 44 classrooms (including 26 relocatables) a multipurpose room, a library, and an administration building that are networked for Internet access throughout the school. We are fortunate to be located next to a park that is frequently used for school events. Student-made tile walls and murals decorate our school, and our professional custodial staff takes great pride in maintaining the facility for students and staff. We have 3 shade structures- in the lunch area, the snack area, and adjacent to the grass field. We have two new sensory rooms adjacent to our new Moderate/Significant classrooms.

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.

Our goal is that all students will continue to meaningfully increase their academic knowledge in reading, writing, math, science, and social studies. Education is very important to the future of our students, and at Paloma we will continue to strive to help them become active, inquiring, life-long learners who will be prepared for college and career, as well as for global citizenship. Our teachers employ best instructional practices which include differentiated instruction at all academic levels. At Paloma: students demonstrate respect and responsibility while putting forth their best effort toward their educational learning experience; teachers and staff set and implement standards-based learning goals and monitor results to differentiate instruction to meet the individual needs of learners; and parents partner with the school to enhance their child's academic growth and strength of character.

Paloma Elementary strives to create an environment in which all children have the opportunity to achieve academic excellence. We, the members of the Paloma Elementary Community, are dedicated to ensuring that all Paloma Panthers have equal access to learn and grow in a collaborative, safe and positive environment. Students will develop a love of learning and acquire lifelong skills to become engaged, responsible, and independent members of society.

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	14.3
Filipino	5.5
Hispanic or Latino	39.1
Native Hawaiian or Pacific Islander	1
White	37.6
Socioeconomically Disadvantaged	34
English Learners	18.3
Students with Disabilities	11.1
Foster Youth	0.1
Homeless	0.1

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	167
Grade 1	135
Grade 2	142
Grade 3	153
Grade 4	137
Grade 5	139
Total Enrollment	873

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 Paloma Elementary	17-18	18-19	19-20
With Full Credential	43	42	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	17-18	18-19	19-20
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Paloma Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	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.

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

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

Benchmark Steps to Advance

K-5 Benchmark Universe, digital library, and resources

Fountas & Pinnell Guided Reading Handbook

Enterprise STAR Assessment

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, Good Stuff suppliers

K-5 Teaching Student Centered Math Teacher

K-2 Math Expressions workbook, Houghton Mifflin

K-5 Math Journals

K-5 Math iReady workbook, Curriculum Associates

Math San Francisco Unified School District (online)

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. Integration of NGSS grade level standards occur through Benchmark Advance ELA-ELD core curriculum. 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. Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/01/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 Benchmark Advance, adopted in 2016 TK- Benchmark Ready to Advance, adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-2 Houghton Mifflin Math Expressions, adopted in 2008 3-5 Curriculum Associates iReady Math Math District Units, adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Benchmark Advance Scott Foresman Science, adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt California Reflections Benchmark Advance adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	See above, adopted in 2013-2019

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Planned Improvements

Paloma opened its doors in 1990. The school currently has 44 classrooms (including 26 relocatables) a multipurpose room, a library, and an administration building that are networked for Internet access throughout the school. We are fortunate to be located next to a park that is frequently used for school events. A student-made tile wall decorates the front of our school, and a professional custodial staff takes great pride in maintaining the facility for students and staff. We have 3 shade structures- in the lunch area and snack area by the playground. We have two new sensory rooms adjacent to our new Moderate/Significant classrooms. The physical quality of our school building influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land.

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 (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	1 Room: Ventilation units are obstructed. Work order placed to Maintenance & Operations Department for repairs.
Interior: Interior Surfaces	Poor	15 Rooms: Ceiling tiles missing, damaged or loose; 2 rooms: Walls/Ceilings have damage from cracks, tears, holes or water damage; 3 rooms: Ceiling tiles are stained. Work order placed to Maintenance & Operations Department for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at the time of inspection.
Electrical: Electrical	Fair	6 Rooms: Lighting fixture or bulbs are not working or missing. 3 rooms: Lighting covers are missing, damaged, or loose; 1 room: Electrical panel blocked. Work order placed to Maintenance & Operations Department for repairs.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1 room partition/stall doors are missing damaged, not securely attached or non-functional; 1 sink/fountain water pressure to high or to low. Work order placed to Maintenance & Operations Department for repairs.
Safety: Fire Safety, Hazardous Materials	Good	1 room fire extinguisher is blocked. Work order placed to Maintenance & Operations Department for repairs.
Structural: Structural Damage, Roofs	Good	2 rooms damage to skirting or siding. Work order placed to Maintenance & Operations Department for repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	9 rooms: Screens are damaged or missing; Work order placed to Maintenance & Operations Department for repairs.
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	72	80	65	67	50	50
Math	64	72	51	52	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	13.4	29.1	47.0

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	418	414	99.04	80.19
Male	210	207	98.57	77.29
Female	208	207	99.52	83.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	53	100.00	92.45
Filipino	26	26	100.00	88.46
Hispanic or Latino	176	176	100.00	68.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	146	99.32	87.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	167	100.00	67.07
English Learners	109	108	99.08	64.81
Students with Disabilities	54	52	96.30	40.38
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	417	413	99.04	71.91
Male	210	207	98.57	74.40
Female	207	206	99.52	69.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	53	100.00	94.34
Filipino	26	26	100.00	73.08
Hispanic or Latino	175	175	100.00	57.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	146	99.32	81.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	167	100.00	57.49
English Learners	109	108	99.08	57.41
Students with Disabilities	54	52	96.30	28.85
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)

Parents and the community are involved with Paloma through its Parent Teacher Organization, English Learner Advisory Council, and School Site Council. Families and Community members are invited to bi-weekly flag salutes, which include student presentations, school information and student recognition. Coffee chats with the principal are conducted on a monthly basis. Parents are invited to take part in a variety of opportunities at school events such as Open House, Back to School Night, Spooktacular, Spring Carnival, Science Night, Field Day, Jogathon, Health and Fitness night, and Reading on the Green. This year we have added a garden committee that is revitalizing our garden and planning ahead for campus beautification (murals on the library and surrounding area, Sensory Pathway).

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 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 the site. The plan was last reviewed and approved on 11-06-19.

The staff monitors school grounds 30 minutes before the start of school and immediately after dismissal. Our staff supervises students during dismissal to ensure their safety. We also hold monthly fire, earthquake, disaster, and intruder drills. Our Character Education program focuses on developing responsible citizenship. Our Peer buddies program encourages students to mentor our students with special needs. TOur School Social Worker assists in the implementation of PBIS (Positive Behavior Interventions and Supports) and character education.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	1.4	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.8	1.5
Expulsions Rate	0.1	0.0	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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	1.0
Nurse	0.20
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0
Other	3.41

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

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	23	1	7		20	2	7		21	2	6	
1	23	1	6		24		5		22		6	
2	25		6		25		6		24		6	
3	24		6		24		6		21	2	5	
4	26		5		30		5		33		2	2
5	29	1		4	29	1		4	27		5	
Other**					25		1		11	1		

*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	58	44	35

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 the 2018-2019 school year, the elementary level focused professional learning on the continued implementation of state academic standards in English language Arts (ELA), English language development (ELD) and mathematics. Our district ELA/ELD leadership team received training in Tier I literacy and ELD grounded in formative, summative assessments, and differentiated instruction. Our Math cadre teachers received on-going professional development in math instruction and assessments. Teacher grade level leaders received support to deepen their understanding of effective Professional Learning Communities (PLC).

Various means of professional learning were offered: face-to-face workshops during the regular work day, during school breaks, after school as well as online sessions available for staff. Principals and ELA/ELD and math teacher leaders provided staff development during regularly scheduled staff meeting 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,663	\$48,612
Mid-Range Teacher Salary	\$79,323	\$74,676
Highest Teacher Salary	\$100,274	\$99,791
Average Principal Salary (ES)	\$126,286	\$125,830
Average Principal Salary (MS)	\$133,521	\$131,167
Average Principal Salary (HS)	\$145,758	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	34%
Administrative Salaries	5%	5%

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

Types of Services Funded

Gifted and Talented Education (GATE)
 LCAP Supplemental
 Credential Music Teacher

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7317	1380	5937	80346
District	N/A	N/A	7831	81887
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-27.5	-1.9
School Site/ State		

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.