



# Richland Elementary School

• • • Grades K-5  
Julie C. Barbara, Principal

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

### **San Marcos Unified School District**

255 Pico Ave., Ste. 250  
San Marcos  
(760) 752-1299  
[www.smusd.org](http://www.smusd.org)

#### **District Governing Board**

Stacy Carlson, President

Janet McClean, Vice President

Victor Graham, Clerk

Pam Lindamood, Member

Sydney Kerr, Member

#### **District Administration**

Dr. Carmen Garcia  
**Superintendent**

Gina Bishop  
**Assistant Superintendent  
Instructional Services**

Tiffany Campbell  
**Assistant Superintendent  
Equity & Secondary Schools**

Henry H. Voros  
**Assistant Superintendent  
Human Resources**

Mark Schiel  
**Assistant Superintendent  
Business Services**

## School Description

### VISION STATEMENT

Richland Elementary School, located within the San Marcos Unified School District, will have a school environment that insures high academic achievement and self-worth for all transitional kindergarten through fifth grade students. Every student will have an equal opportunity to maximize their learning potential through the core curriculum, support programs and enrichment activities.

Students will be able to develop 21st Century Learning Skills i.e. creativity, communication, critical thinking and collaboration through an integrated Common Core State Standards based curriculum that is differentiated for all students. Individual and group productivity and responsibility will be recognized and rewarded. Students will progress toward college and career ready skills.

The staff is committed to receiving ongoing professional development to attain and retain the skills necessary to meet the needs of a diverse student population. Effective instructional strategies and approaches such as direct instruction, grade level teaming, regrouping, inclusion of our Special Education students, Accelerating the Achievement of English Language Learners, implementation of Common Core State Standards, math practices and strategies, rigorous close reading, collaborative conversations and flexible skill groups will be utilized by all teachers to insure student success.

The home, school, and community will be a strong and positive partnership that will work collaboratively to improve academic success and personal well being for all students. To fulfill this goal, all individuals in the partnership will utilize open, constructive communication and will exercise a mutual sense of respect and support for each other.

### MISSION STATEMENT

The Richland staff believes that it is our responsibility to teach a rigorous and relevant curriculum to all students in a close partnership between home, school and the community. The effective implementation of this philosophy will instill in our students an appreciation and desire to learn and work hard, the ability to think creatively and critically, and the belief that they will be successful in their future years of schooling and chosen careers.

## 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	145
Grade 1	126
Grade 2	127
Grade 3	129
Grade 4	124
Grade 5	136
Total Enrollment	787

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.6
Asian	6.2
Filipino	2.8
Hispanic or Latino	44.5
Native Hawaiian or Pacific Islander	0.5
White	43.3
Socioeconomically Disadvantaged	40.5
English Learners	13.2
Students with Disabilities	13.7
Foster Youth	0.3
Homeless	0.6

## 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 Richland Elementary	17-18	18-19	19-20
With Full Credential	38	39	40
Without Full Credential	0	0	1
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 Richland 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K-2 Houghton Mifflin Math Expressions, adopted in 2008  3-5 Curriculum Associates iReady Math Math District Units, adopted in 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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

The physical quality of our school building influences learning and teaching. Our school includes 41 classrooms, library, Makers Space, Professional Development room, and staff lounge. Richland opened in 1960 and provides a quality education for approximately 853 students. All permanent classroom and MPR have received modernization of the technology infrastructure. All classes have up to date state-of-the-art AV. Regularly scheduled maintenance is done to keep our school building and grounds in excellent working condition.

#### 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: 11/18/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	Fair	7 rooms: Ceiling tiles missing, damaged or loose; 4 rooms: Ceiling tiles are stained; 2 rooms: plaster or paint is damaged. Work order placed to Maintenance & Operations Department for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at the time of inspection.
<b>Electrical:</b> Electrical	Good	4 rooms: Lighting fixture or bulbs are not working or missing; 1 room: exposed wires (no voltage, or low voltage). Work order placed to Maintenance & Operations Department for repairs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	1 room: sinks water pressure to high or low.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	2 rooms: fire extinguisher is out of date or missing tag; 1 room: fire extinguisher is blocked. Work order placed to Maintenance & Operations Department for repairs.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playing field, open "S" hooks, protruding bolt ends, sharp points and edges in playground equipment; 3 Rooms: screens are damaged or missing; 1 Room: locks and other security hardware are not functioning properly. Work order placed to Maintenance & Operations Department for repairs.
<b>Overall Rating</b>	<b>Good</b>	

## 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	65	68	65	67	50	50
Math	57	64	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	24.2	21.2	15.2

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	374	368	98.40	68.48
Male	192	188	97.92	62.77
Female	182	180	98.90	74.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	100.00
Filipino	--	--	--	--
Hispanic or Latino	166	163	98.19	61.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	170	167	98.24	71.26
Socioeconomically Disadvantaged	164	162	98.78	56.17
English Learners	64	64	100.00	53.13
Students with Disabilities	63	61	96.83	37.70
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	374	368	98.40	64.40
Male	192	188	97.92	63.30
Female	182	180	98.90	65.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	90.00
Filipino	--	--	--	--
Hispanic or Latino	166	163	98.19	56.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	170	167	98.24	70.06
Socioeconomically Disadvantaged	164	162	98.78	51.85
English Learners	64	64	100.00	42.19
Students with Disabilities	63	61	96.83	34.43
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)

Richland Elementary

Parent Involvement Policy

2019-2020

There are many opportunities for parent involvement at Richland. We strongly believe that parents, in partnership with the staff, can and do make a real difference in the success of their children at school. Our tagline is a quote by the Dalai Lama that states, "It is vital that when educating our children's brains we do not neglect to educate their hearts." We are creating an inclusive environment where ALL children work together and learn from each other as we "grow" our children's character and minds.

Home/School Compact

Students, teachers and parents sign the Richland Elementary School Three Way Pledge, which delineates the roles of each in the education process. These agreements serve to focus all stakeholders on the attitudes and behavior needed for learning.

Coffee with the Principal

Parents are invited to Coffee Chats held at the beginning of the school year and each semester. Our other topics range from national and state curriculum, or school specific information, like beautification, school safety and positive school culture and community service projects. This school year we are continuing our focus and communication on the Common Core Standards that are being implemented and what that looks like for their students.

Annual Math/Language Arts Nights



Math and Language Arts Nights are held in the fall and Spring to invite parents of students receiving intervention services at Richland Our Fall Language Arts night will include children and will have rotating literacy centers where parents and their children can interact and learn side by side. In the Winter, a similar meeting will be held with a math focus.

#### Parent/Teacher Conferences

Teachers conference with individual parents mid- October to share information regarding the student's performance and explaining their child's goal setting for the year. In addition, phone calls and written communication throughout the year keep parents abreast of their child's progress. Progress reports are distributed mid-way through each semester to communicate to parents when their children are at risk of receiving a report card academic grade or effort/citizenship grade below standard. Parents are invited to conference with teachers at this time.

#### Parent Feedback

Parents are requested to give feedback each spring regarding the academic and extracurricular programs. Information from this parent survey is used in planning the following year's activities and programs.

#### Monitoring Student Progress

Parents receive two report cards a year showing their child's progress in each academic area. These reports are in English and Spanish. In addition, progress reports are sent home at the midpoint of each semester for students who are not performing at the grade level standards or exhibiting satisfactory behavior or work habits. The new Smart Balanced Statewide testing will occur in the Spring and results will be sent to the parents during the summer. Parents needing additional explanation are invited to meet with the teacher or an administrator.

#### Home/School Communication

Parents are invited to read the online Family Handbook each September. This handbook includes the yearly calendar of events, instructional timelines as well as tips on parent support for students at home. Tips include preparing for parent/teacher conferences, homework help, healthy living, citizenship incentives and discipline procedures, test preparation and supporting readers at home. A weekly E-Blast is emailed home, placed on our website and Facebook Page to keep parents up-to-date on current events at Richland, with our PTO, and within our district. Additionally, a monthly newsletter, "The Stampede, is on the website and a paper copy is sent to families to keep them updated and prepared to meet the challenges of the next academic period. Our Richland website, as well as our PTO run Facebook page , also hosts a plethora of parent resources to encourage home school communication and partnership. We continue to use the REMIND app to give parents quick texts of important upcoming events or in the event of an emergency as a quick way to reach all Richland families. The addition this year is the use of Facebook Events to remind families are important upcoming events at Richland.

#### Parent Training/Education Nights

Other opportunities offered during the year to assist parents include:

- ELAC meetings are held 6-8 times a year. Parent education on a variety of topics is included at each meeting.
- Back to School Night
- Math Family Night - Fall
- ELA Family Night - Winter
- Shadow a Mustang STEAM Day
- Community and County parenting workshops
- GATE parent meeting
- Positive Parenting classes via SMUSD

Continuing this year!

The Richland staff will continue to us the model of a Professional Learning Communities to increase the academic achievement of all students at their weekly Structured Teacher Collaboration Time. We focus on the following:

1. Academic Achievement for ALL students
2. Data Analysis
3. Best Teaching Practices

#### 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

School Safety  
SB187 Safety Plan

Date the plan was last approved: October 2019  
 Date the plan was last reviewed with staff: 8/15/2019

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

The staff monitors school grounds 30 minutes before the start of school 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 and disaster drills for all students. We ask parents to have children return home immediately after school. Additionally, Richland Elementary, along with all elementary schools in San Marcos, have implemented a closed campus before, during and after school. We have implemented a visitor tracking system (Ident-i -kid) to check visitors name with State Database to ensure all adults on campus are legally permitted.

Teachers work with individual students and may hold classroom meetings to discuss conflicts between students as needed. A part-time district counselor works with at-risk students with social skills and conflict resolution. With Richland's full-time PE program, we have implemented a structured play program to enhance school safety and participation in organized games further.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.1	0.7
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)	0.48
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	2.60
Resource Specialist (non-teaching)	0
Other	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.

### 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	24	1	5		24	1	5		21	3	4	
1	21	2	3		23		5		24		5	
2	23		5		24		5		24		5	
3	24		5		24		5		26		5	
4	33			4	33		2	2	31		4	
5	26	1	5		33		2	2	33			4
Other**					9	1			10	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/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

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

#### 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	9260	2777	6483	87224
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	-18.8	6.3
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.