

San Marino Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	San Marino Elementary School
Street	6215 San Rolando Way
City, State, Zip	Buena Park, CA 90620
Phone Number	(714) 228-3280
Principal	Dr. Omaira Z Lee
Email Address	Omaira_Lee@cesd.us
Website	www.cesd.k12.ca.us
County-District-School (CDS) Code	30664726027742

Entity	Contact Information
District Name	Centralia Elementary School District
Phone Number	(714) 228-3100
Superintendent	Norma E. Martinez
Email Address	stacy_chang@cesd.us
Website	http://www.cesd.uk12.ca.us

School Description and Mission Statement (School Year 2019-20)

San Marino is an elementary school that provides services to students from very diverse backgrounds in grades preschool through sixth, including four Special Day Classes (SDC). The San Marino School attendance area covers portions of Buena Park, Anaheim, and Cypress. The school staff is committed to providing an exemplary school experience to each of its students. Students at San Marino come from socio-economically diverse homes. The school's enrollment is approximately 553 students with 19 regular education classrooms in grades PS-6 and three Special Day Classes serving students from preschool to sixth grade. A total of 24 highly qualified certificated staff with CLAD certificates and 8 classified staff provide a comprehensive instructional program and related support services. The Centralia School District provides centralized funding for textbooks, Special Education, GATE, and English Learners programs. District funds employ a principal, an office manager, a part time health clerk, a full time Speech Teacher, a part time school psychologist, a full time special education resource teacher, a child development coordinator for child care, and a day and night custodian.

San Marino is a school where academic achievement and student conduct is the yardstick by which success is measured. We use data to drive our academic decisions with a focus on reading, math, writing and character development. Teachers work collaboratively to ensure the success for all students. They engage students in learning by making the curriculum rigorous and relevant by providing high quality grade level instruction. San Marino School prides itself on data driven decision making by providing early intervention, small reading group instruction based on assessment data from a variety of sources both formal and informal. A Media Center/Computer Lab and Reading Learning Center provide additional educational opportunities for our students. Recently, the school has added an Innovation Lab. The Innovation Lab provides an additional space to create a 21st learning environment that allows our students to apply skills and concepts in Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M).

San Marino School, in partnership with the community, is dedicated to producing self-directed lifelong learners who master academic skills through a comprehensive curriculum which challenges the learner's creative ideas, talents and interests in an environment of cooperative spirit, positive attitude and mutual respect. San Marino is committed to meeting the needs of all students through explicit direct instruction including differentiated instruction. Students are provided a comprehensive curriculum in language arts, mathematics, history/social science, science, physical education, and health education. Many specialized programs including English Learner (EL), Gifted and Talented Education (GATE), Speech and Language, Special Education, Early Intervention Program, and the school's Response to Intervention program provides extra support to students.

With input from the School Site Council, ELAC, PTA, and Teacher Leadership Team, the school continues to implement the district's model for a comprehensive school that focuses on measurable objectives that capture student achievement while building on an analysis of previous year's data. Our curriculum and instructional focus for the next few years will be directed toward the implementation of 21st Century learning to help our students become college and career ready through increased skills in critical thinking and problem solving, communication, collaboration, creativity and innovation while building character and citizenship.

Mission and Vision Statement

Our mission is to encourage, inspire, and support students as they develop the skills to be self-directed, life-long learners and contributing members of the community within an atmosphere of respect and integrity.

Core Values

Integrity - Always doing what's right even when no one is looking

Excellence - Always striving and persevering to do better

Teamwork - Working together with the best interest of the whole group in mind

Leadership - Building qualities that inspire others and leading by example

Equality - Providing an equitable access of opportunity, resources, content, tools, and respect to ALL

Goals/Vision**Comprehensive Curriculum**

San Marino Elementary School prides themselves in providing rigorous, standards-based curriculum for ALL learners.

Engaging Instruction

San Marino Elementary School seeks and implements engaging and innovative instruction for the 21st Century Learner.

Compassionate School Culture

San Marino Elementary School promotes and creates productive, compassionate relationships within our school community.

Safe and Secure Environment

San Marino Elementary provides a safe and secure learning environment in which students can learn and prosper.

Support All Learners

San Marino Elementary is dedicated to supporting ALL students through equal access to materials and resources.

Unified Cooperative School Community

San Marino Elementary School seeks the active participation of parents, staff, and local community members to build cooperative relationships.

San Marino's Mission and Vision along with its Core Values are in alignment with the overarching Mission and Vision of Centralia School District. San Marino School is committed to meeting the diverse needs of all students and creating lifelong learners by providing exceptional staff and opportunities for family and community involvement in a safe and nurturing environment. A School-Wide Positive Behavior Intervention System (PBIS) program has long been established at San Marino. The program focuses on the RAMS attributes (Respectful, Act Kindly, Make Responsible Choices, and Safety Minded) and the 7 B's - Be on time, Be dressed for success, Be respectful, Be responsible, Be safe, Be prepared to learn, and Be scholarly. This program has tremendous staff and parent support, and focuses on reinforcing positive behavior and teaching appropriate behavior along with social skills and character education while building a safe clean environment for students and staff. Additional support from school personnel and programs include Second Step Social Skills program, and a small group Zones program for students providing daily weekly positive reinforcements. Additional positive reinforcement is provided weekly for all students through Rewards Recess and a once a month Monday Fun Day.

San Marino is committed to providing quality classroom instruction by highly-trained personnel. We strive to provide equitable, student-centered learning opportunities which positively impact our students. We believe in data-driven decision making, professional development, and small learning communities. In 2017, San Marino students in 3rd through 6th grades were introduced to and used many of AVID's strategies which were incorporated into daily classroom instruction. This year the school is expanding their adoption of AVID and is including all grades Kindergarten through sixth. All students will learn about organization, study skills, communication, and self-advocacy using the AVID systematic approach to Writing, Inquiry, Collaboration, Organization and Reading (WICOR). Dr. Omaira Lee, Principal at San Marino Elementary, shared, that, "AVID has proven that when given a system of rigorous curriculum and strategic support, all students can be academically successful."

AVID Elementary's mission is to close the achievement gap and prepare students for college and career. The beauty of AVID Elementary is that it is not exclusive. All students take part because the school has become an AVID school. At San Marino we want to be that school that not only provides opportunity and access for all students to be successful but also closes the achievement gap while preparing students with the right footing to be successful for today and beyond. AVID Elementary focuses on four necessary areas to ensure that all students are poised for academic success: Instruction, Culture, Leadership, and Systems to impact school wide structures. AVID Elementary takes a systematic approach using Writing, Inquiry, Collaboration, Organization, and Reading strategies (WICOR) into daily instruction. AVID focuses explicitly on high expectations, rigor, and developing culture of college readiness, which is what, our California Common Core standards/NGSS focus on. AVID is what we do every day. It is a system of articulation between grade levels of best practices that are embedded in and throughout the entire year. It teaches students to make goals, take notes, be collaborative and that they have a path to college and career. It is immersed in research from Carol Dweck's Growth Mindset to Marzano's Classroom Instruction that Works. AVID has proven time and time again that, when given a system of rigorous curriculum and strategic support, students can be academically successful.

AVID culture is prevalent both outside and inside the classrooms. This includes posting flags from various universities throughout the campus, wearing university shirts on Fridays, banners announcing that San Marino is an AVID school, and a morning chant. Within the classrooms, there are college flags, teachers' alma mater displays, student research of different colleges, Growth Mindset projects, multiple examples of students using academic language and collaboration, and every student has an organized binder. All students also attend a field trip to a local college or university where they are able to see what college is like this includes are Kinder students who attend KinderCaminata at Cypress College. San Marino is AVID STRONG, AVID MINDED, and COLLEGE BOUND! Gooooooo RAMS!!!

Recent School Accomplishments:

There is no single practice that makes San Marino the educational facility that it is. We have excellent, thoughtful, caring teachers who are continually striving to improve their instructional practice. We hold our students, as well as ourselves, to a high level of expectation. We continue to refine our practices, knowing that we live in a changing world and quickly adapt to give our students every chance to be successful. It is the understanding that we are the best hope for our students future that keeps us motivated and makes San Marino an outstanding school and the recipient of the California Gold Ribbon School 2016, California Distinguished School Award in 2010 and 2014, California Business for Education Excellence Honor Roll School, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018 and Title 1 Academic Achievement Award in 2005, 2006, and 2010, and 2016. Schools receiving this distinction from the California Business community have demonstrated consistent high levels of student academic achievement, improvement in achievement levels over time and reduction in achievement gaps among student populations.

Awards

- PBIS Silver Award 2017, 2018
- California Gold Ribbon School 2016
- California Distinguished School, 2010, 2014
- California Business for Education Excellence Honor Roll School, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018,
- Title 1 Academic Achievement Award, 2005, 2006, 2010, 2016
- AVID Showcase School 2019, 2020

San Marino is proud of its excellence in academic achievement and is committed to providing quality instruction. We believe that the success of our school directly correlates to increased parent involvement, students who are motivated to learn intrinsically and extrinsically, and a dedicated and highly skilled team of certificated and classified staff.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	78
Grade 1	65
Grade 2	76
Grade 3	76
Grade 4	72
Grade 5	82
Grade 6	93
Total Enrollment	542

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.7
Asian	13.5
Filipino	8.7
Hispanic or Latino	52.6
Native Hawaiian or Pacific Islander	0.4
White	15.1
Two or More Races	2.6
Socioeconomically Disadvantaged	72.7
English Learners	23.4
Students with Disabilities	15.3
Foster Youth	1.3
Homeless	17.2

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	23	25	188
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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)

Year and month in which data were collected: September 2019

Sufficient state-adopted and standards-aligned textbooks and instructional materials are available for each pupil, including English learners. These are consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas.

Resolution Date: 08/11/15

In 2011, the Governor and State Legislature extended the suspension of State Board of Education (SBE) adoptions of instructional materials until the 2015–16 school year (Education Code Section 60200.7). At this time the State has adopted frameworks for English Language Arts/ English Language Development, and math which will assist in our implementation of California's Common Core State Standards. We are currently piloting State Board of Education adopted (January, 2014) instructional materials for math to reflect the rigor of the California's Common Core State Standards, teachers are developing curricula units, and various resources are provided as additional instructional materials. The State Board of Education adopted ELA/ ELD instructional materials in November 2015 which directed our pilot and adoption of new instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current State Board of Education approved and CESD Board adopted textbooks for English Language Arts/ English Language Development. We use Benchmark Advance (2017) in grades K-6th. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include Leveled Literacy Intervention, Reading for Phonics, Read Naturally, Ticket to Read, Reading Mastery.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	All students have access to current State Board of Education approved and CESD Board adopted textbooks for math. Grade levels K-5 utilize McGraw Hill, My Math (2013/14) materials. Grade level 6 utilizes Glencoe, California Math, course 1 (2013/14) materials. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include St Math.	Yes	0%
Science	For all grades K-6th, Houghton Mifflin California Science, 2007 materials are used. These are supplemented with Foss, AIMS and STC science kits designed to each grade level, based on their alignment to State Science Standards.	Yes	0%
History-Social Science	All students have access to current State adopted and Board approved textbooks for History Social Studies. Harcourt Reflections for California (2007) materials are used in grades K-6th. In addition to textbooks, students use consumable homework and practice books.	Yes	0%
Health	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A
Visual and Performing Arts	There is no specific textbook adopted for VPA, however, materials used are aligned to the standards and incorporated into ELA instruction, as well as, into history social studies and science instruction. The LCAP funds Strings Music Instruction (viola, violin, and cello) and Centralia School District's Education Foundation donated instruments.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe and functional. The Schools Facility Good Repair Checklist provides information about the condition of the school's grounds, buildings and restrooms. All inspected items were in good condition.

Age of School Buildings

San Marino School was built in 1965 and is located on 12.4 acres. There are 34 classrooms, as well as a multipurpose room, a media center and an office complex.

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 total of 261 work orders were processed and completed during the duration of the school year. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

In the evenings and during the day, a team of two custodians ensures classrooms, restrooms and campus grounds are kept clean and safe. As responsible members of the community we take pride in our school environment by maintaining a clean, safe, and well-groomed campus.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor systems, and asphalt.

Measure N

The Measure N bond funds the 21st century classrooms and administration office renovations. This includes new casework, furniture, paint, new carpet, electrical upgrades, new technology, and low voltage upgrades.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	17 classrooms- 21st century upgrades and Admin Office remodel
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	preventative treatment for all pests campus-wide
Electrical: Electrical	Good	campus-wide lighting upgrades
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	anticipated new locks for all rooms and security cameras
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	aerated fields. Anticipated campus exterior repaint

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	58	57	64	64	50	50
Mathematics (grades 3-8 and 11)	50	49	59	60	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	325	324	99.69	0.31	57.41
Male	169	168	99.41	0.59	55.36
Female	156	156	100.00	0.00	59.62
Black or African American	17	16	94.12	5.88	43.75
American Indian or Alaska Native	--	--	--	--	--
Asian	47	47	100.00	0.00	82.98
Filipino	32	32	100.00	0.00	71.88

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	177	177	100.00	0.00	49.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	39	39	100.00	0.00	56.41
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	241	240	99.59	0.41	54.58
English Learners	124	124	100.00	0.00	56.45
Students with Disabilities	49	48	97.96	2.04	14.58
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	41	40	97.56	2.44	50.00

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	325	324	99.69	0.31	49.07
Male	169	168	99.41	0.59	51.19
Female	156	156	100.00	0.00	46.79
Black or African American	17	16	94.12	5.88	43.75
American Indian or Alaska Native	--	--	--	--	--
Asian	47	47	100.00	0.00	85.11
Filipino	32	32	100.00	0.00	68.75
Hispanic or Latino	177	177	100.00	0.00	37.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	39	39	100.00	0.00	41.03
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	241	240	99.59	0.41	46.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	124	124	100.00	0.00	50.00
Students with Disabilities	49	48	97.96	2.04	4.17
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	41	40	97.56	2.44	45.00

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.6	26.8	12.2

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.

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)

The Centralia School District welcomes and values parental involvement in District and school programs. During the 2018-2019 school year, CESD continued the Local Control Accountability Plan (LCAP). This funding process requires school districts to engage parents, teacher, employee groups, and the wider community to be a part of the development of the LCAP. Informational meetings were held with various stakeholders including Board members, parents, PTAs, and advisory groups (SSC, ELAC, DELAC, GATE, etc.). An LCAP committee was formed that included representatives from each stakeholder group. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf of all students.

San Marino welcomes and values parental involvement in the district and school site programs and committees. Parent involvement fosters better classroom behavior. Parents who participate in decision making experience have a greater feeling of ownership and are committed to supporting the school's mission and vision. Parent involvement improves school attendance and increases the chance of the students' educational success. San Marino parent engagement program enhances both instruction and special events. Many parents regularly volunteer on PTA, School Site council (SSC), English Language Advisory Committee (ELAC), and in classrooms. Parents participate in our strategic planning process in many ways, through their involvement in SSC, GATE, ELAC and DELAC advisory groups. These groups meet on a regular basis to share information, discuss school programs, evaluate performance data and provide input toward school-based decision making. The SSC/ELAC combined committee oversees the development and implementation of the School Plan for Student Achievement (SPSA) and holds the final approval for the Safe School Action Plan. The district GATE parent meetings inform parents of our Gifted and Talented program and assist parents in supporting their students' specialized learning needs. Parents are involved in the writing of their child's Individualized GATE plan (IGP). Award Assemblies are held monthly and at the end of the trimester to recognize students' academic and behavior achievement where parents are invited.

Parents are encouraged to become active participants in their children's education by participating in a wide variety of activities. Some of our many opportunities for parents to get involved include: District English Language Advisory Committee, District GATE Advisory Committee, School Site Council, English Language Advisory Committee, PTA, Family Nights, Parent/ Child Events, Book Fair, and much more. The PTA is very active and benefits the school and students by encouraging and organizing parent involvement, promoting student achievement, self-esteem and enriching the educational program through a variety of special programs, activities and services. PTA supports student learning by funding assemblies, study trips, art and music programs, and book sales. PTA supports community events such as Harvest Carnival and Family Nights. Opportunities for parent education and family involvement occur regularly throughout the school year by the Community Liaison, Neighborhood Resource Center, and outside resources. Parent information meetings are conducted by the principal during Principal Coffee Chats and the principal gives a Principal's report at monthly PTA meetings. San Marino School believes that parents are an integral part of our students' education and success and that together we enhance the possibilities for our students. San Marino School makes an effort to involve parents with a wide range of opportunities to interact with the school staff and support their child's academic efforts.

Such activities include:

- Back to School Night
- Open House
- Field Trip Chaperones
- Classroom and School Volunteers/ Friday Volunteer Club
- Principal Coffee Chats
- Parent Workshops
- PTA-Sponsored Activities
- Fall & Spring Conferences
- Family Nights (Literacy, Math, Stem, etc.)
- Fall School Carnival
- Book Fairs
- Student Success Team Meetings
- IEP's
- 504 Meetings
- Family Booknics
- Talent Show
- Volunteer Tea
- Career Day
- AVID workshops
- Red Ribbon Week Activities/Read Across America Week Activities
- Holiday/Founder's Day Program
- Monthly Award Classroom Assemblies/ Trimester Awards Assemblies
- Meet the Masters Program
- Progress Reports & Report Cards
- Weekly Communication via phone, email and electronic marquee
- Friday Morning Spirit Assemblies

Parents have an opportunity to provide input about the instructional program via their participation in a variety of meetings/workshops including:

- Regularly scheduled School Site Council/ English Language Advisory Council (SSC/ ELAC) merged meetings
- District GATE Parent Advisory Council
- District DELAC meetings
- Principal Coffee Chats
- Parent Workshops
- LCAP Committee

These groups meet on a regular basis to share information, discuss school programs, evaluate performance data and provide input toward school-based decision making. The SSC/ELAC oversees the development and implementation of the school's Parent Involvement Policy including categorical budgets. The SSC holds the final approval for the Safe School Action Plan.

A Neighborhood Resource Center (NRC) is supported by our district and is available to our families and provides information and resources for health insurance, clothing, food, transportation, counseling, and a variety of medical services. HERO program offers tutoring for students in the home at no charge. A district Social Worker is available on an as needed basis. Student Success Team monitors students who are struggling academically or behaviorally and involves parents in the intervention process. A Resource Specialist assists with observing, assessing, and monitoring students while working with teachers to provide classroom interventions that address their learning difficulties. Our school psychologist is on campus 5 days per week to provide support and administer assessments to identify learning difficulties. Our psychologist is also available to run Friendship groups.

The use of the principal's newsletter, flyers, marque, community board, and the district and school websites, Peachjar, as well as the weekly principal "School Messenger" phone calls and e-mails, help keep parents informed of events at the school. For additional information about organized opportunities for parent involvement at San Marino Elementary, please contact Dr. Omaira Lee, principal at (714) 228-3280, or visit the school web site at <http://sm.cesd.k12.ca.us/>

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.4	0.5	0.4	0.3	0.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of San Marino Elementary. The School Site Action Plan was developed by the Site Safety Committee and the School Site Council with input from the School Safety team. The safety plan is reviewed and revised annually by all groups. New goals and tasks are added as necessary. The 2019-2020 goals of our Safe School Action Plan include the following goals:

COMPONENT ONE: PEOPLE AND PROGRAMS

Goal 1: San Marino School's climate shall reflect respect, tolerance and pride for diversity of culture, ethnicity, and philosophy. It is a place where students demonstrate strong academic progress, follow school rules and develop responsibility for their learning and respect for themselves and their school.

1. 100% of students will follow school rules to ensure student safety.
2. Provide increased opportunities for students to become actively involved in their school and increase students' sense of connectedness.

Goal 2: San Marino School's climate shall provide an emotionally secure learning environment for all students.

1. 100% of the classrooms at San Marino School are emotionally safe for students.
2. The playground is an emotionally safe place for 100% of the students.
3. San Marino staff will participate in on-going training to effectively address the needs of our site in case of emergency/crisis.

COMPONENT TWO: PHYSICAL ENVIRONMENT

Goal 1: San Marino School provides a secure campus with careful monitoring and supervision of all areas to ensure student safety and adherence to rules.

1. 100% of non-staff persons on campus are easily identified as authorized to be on campus.
2. To ensure that the playground is a physically safe place for all students.
3. Maintain clean and safe classrooms and bathrooms.
4. Provide safe parking lot procedures for efficient student drop off and pick up.

Goal 2: San Marino School provides for the safety of students and staff through a well-planned and implemented crisis response plan.

1. To train staff, students, and parents in crisis response procedures with 100% of the staff clear on all emergency response procedures, practices, and responsibilities.
2. Ensure that the school has all necessary supplies in the event of an emergency.

Centralia School District has developed a Disaster Plan for emergencies. Staff members are in-serviced and assigned responsibilities for plan implementation. The school and District participate in the annual California Shake Out earthquake drill each October. The District also provided a district-wide Active Shooter training in collaboration with the Buena Park Police Department with a follow up training in December. Fire evacuation drills are held monthly. The school maintains a Safety Committee and it meets minimally four times a year to review safety issues, plan staff development and makes recommendations for improvement.

The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

San Marino implements Positive Behavior and Intervention Support, a school-wide positive discipline plan that communicates high expectations for student behavior. Each student receives training on behavior expectations twice a year. At the beginning of the school year or upon entrance into the school, parents are provided with a detail description of the program. A School-Wide Positive Behavior Intervention System (PBIS) program has long been established at San Marino. The program focuses on the RAMS attributes (Respectful, Act Kindly, Make Responsible Choices, and Safety Minded) and the 7 B's - Be on time, Be dressed for success, Be respectful, Be responsible, Be safe, Be prepared to learn, and Be scholarly. Teachers teach, monitor, enforce and exhibit these attributes throughout the year. This program has tremendous staff and parent support, and focuses on reinforcing positive behavior and teaching appropriate behavior along with social skills and character education while building a safe clean environment for students and staff. Additional support from school personnel and programs include Second Step Social Skills program, and a small group Zones program for students providing daily weekly positive reinforcements. Additional positive reinforcement is provided weekly for all students through Rewards Recess and a once a month Monday Fun Day. The school follows all District Board Policies including those pertaining to Safety, Suspension, Expulsion and Mandatory Expulsion and Sexual Harassment.

The Centralia School District Board of Trustees reviews the School Safety Action Plan annually by March 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.

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	20	1	3		18	3	1		21	1	4	
1	24		3		22		3		25		1	
2	26		2		29		2		26		3	
3	24		3		23	1	3		25	1	2	
4	29		3		31		2		31		2	
5	28		3		31		2	1	31		3	
6	23	1	4		23	1	3		26	1	3	
Other**	12	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.

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

Title	Ratio
Academic Counselors*	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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.125
Psychologist	1
Social Worker	0.125
Nurse	0.375
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.0
Other	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,675.00	\$1,524.00	\$7,151.00	\$87,769.00
District	N/A	N/A	\$7,360.00	\$91,674.00
Percent Difference - School Site and District	N/A	N/A	-2.9	-4.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-4.9	12.3

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.

Types of Services Funded (Fiscal Year 2018-19)

The majority of the per pupil funding comes from the Local Control Funding Formula.

Programs and services available at San Marino School to support and assist students include the following:

At San Marino School, the principal works with the school's leadership team and the School Site Council (SSC) to develop a comprehensive School Plan for Student Achievement (SPSA). Through the Local Control and Accountability Plan (LCAP), the school provides a TOSA to assist and support students not meeting grade level proficiency in small groups; a Bilingual Instructional Assistant who provides additional small group reinforcement of core skills, and works with parents for translations; computer based online instruction programs such as ST Math, English in a Flash, Ticket to Read, More StarFall, Discovery Learning, and Accelerated Reader; and classrooms are equipped with smart board technology and students have access to Chromebooks on carts to facilitate use of technology. The LCAP funds for GATE are used to provide GATE students with an enrichment after school program. The GATE program is site based with differentiated instruction during the school day. English Learner program is focused on improving students' acquisition of English language skills through a strong ELD program.

The following programs and supplemental services were provided through categorical funds or other sources:

- Club CASA after-school program
- Learning Center Intervention Model
- Universal Access Instructional Aides
- AVID Coach

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,661	\$49,378
Mid-Range Teacher Salary	\$88,074	\$77,190
Highest Teacher Salary	\$110,065	\$96,607
Average Principal Salary (Elementary)	\$133,895	\$122,074
Average Principal Salary (Middle)	\$0	\$126,560
Average Principal Salary (High)	\$0	\$126,920

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$252,092	\$189,346
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	13	15

Certificated staff participates in a variety of staff development activities to enhance each individual's involvement, competence, effectiveness and productivity in meeting the needs of all students. Opportunities for staff development are sponsored through site and District, County and local conferences. The scope of our professional development includes curriculum implementation and alignment to California's Common Core State Standards, assessments, instructional strategies and interventions, instructional materials, and technology.

- Teacher and principal training for Microsoft Office 365 to assist in collaboration of shared documents to include: Sway, Word, Excel, Power Point.
- Teacher training to support use of Office 365 with students.
- Training for teachers in use of Illuminate, a software program to create report cards, assessments, shared assessments, reports.
- Training for teachers in close reading, a reading strategy.
- Teacher training on care, use of Chromebooks and charging cart.
- Teacher and principal training on use of Common Sense Media to teach about cyber safety and safe use of technology.
- Teacher, principals, technology staff training on appropriate use of technology.
- Teacher training for Code.Org to be used as optional computer science program.
- Thinking Maps: Write from the Beginning and Beyond (Expository and Informative, 6th grade Argumentative) training for all teachers and instructional aides in the classroom that support educators in delivering curriculum aligned to the CCSS to all pupils. Assist with implementation of thinking maps with in-class coaching, lesson development, consultation, and writing prompt support.
- Refinement of the Response to Intervention (RTI) model for instruction and classroom management.
- Professional development held for all teachers in the newly adopted math, My Math (K-5) by McGraw-Hill and 6th grade California Math, course 1 by Glencoe. Workshop provided after school and as one whole day of PD. Trainings held separate for the technology components. Support for teachers with implementation through in-class coaching with district TOSAs.
- Principal training in the new math program.
- Substitute Teacher Training for new sub hires.
- Number Talks, an instructional strategy for math alignment for teachers. Workshop provided after school.
- Each school site had Positive Behavior Intervention and Support System (PBIS) refresher course through OCDE.
- Professional development held for all teachers in the newly adopted ELA/ELD curriculum: Benchmark Advance (K-6). Workshop provided after school and as one whole day of PD. Trainings held separate for the technology components. Support for teachers with implementation through in-class coaching with district TOSAs.
- Principal training in the new Benchmark Advance program.
- CAASPP/SBAC administration of exam training provided for teachers by principals and designated teachers in a staff meeting. SPED coordinator trained teachers in administration of CAA.
- Use of Digital Library. Training held as an after school workshop and provided support with implementation through in-class coaching.

- California English Language Development Lead (CELDT) teacher training provided for teachers by principals at each site.
- Held a one afternoon introduction training for teachers into NGSS to build awareness.
- Teachers and principals participated in training for English Language Proficiency Assessments for California (ELPAC), the new English language proficiency assessment in 2018.
- District TOSAs held grade-level teacher and principal professional development trainings at school sites to analyze multiple data points (state language proficiency assessments, district created benchmarks, state assessments in math and ELA) and create actions plans to bolster student achievement.
- Principals participated in training to understand and explain the California School Dashboard as the new accountability system.
- Principals trained in data analysis to support increase in student achievement.
- Teachers and principals participated in professional development lead by district TOSAs to calibrate scoring of performance writing tasks. The professional development provided for Classified staff at Centralia School District is varied and corresponds to the area and tasks associated to the specific classification. The goal of the activities is to enhance the employees' ability to provide service to the students which will ultimately support the educational program being provided.

During the 2019-2020 school year, ongoing professional development is being provided for continued implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and STEM through OCDE, District TOSAs, Benchmark Advanced trainers and regional/ county trainers focusing on ELD, MTSS, and AVID through AVID center and AVID coach.