



San Marcos Elementary School

1 Tiger Way • San Marcos, CA • 92069-2703 • 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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Instructional Services**

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**Assistant Superintendent
Equity & Secondary Schools**

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Assistant Superintendent

San Marcos Elementary School

School Description

School's Mission Statement

Our Goal is that every student at San Marcos Elementary will meet or exceed grade-level standards in language arts and math. All students will receive high quality, differentiated, culturally responsive core academic and behavioral Tier 1 instruction and commitment to guaranteed and viable curriculum.

Principal's Message

As we enter the 2019-2020 school year we are proud to be Tiger Tough and it is our mission to not only challenge and engage students, but also make sure every student is meeting or exceeding grade-level expectations.

Key Action Steps

- Assets based mindsets for students and adults

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	156
Grade 1	126
Grade 2	121
Grade 3	118
Grade 4	109
Grade 5	142
Total Enrollment	772

- Engaging and challenging instruction for all students
- Guaranteed and viable curriculum
- Student centered classrooms
- Teacher focused PLCs and Professional Development
- Safe, supportive and collaborative culture
- Student results drive instruction
- Tasks that are purposeful, interactive, engaging and challenging
- Highly targeted and focused after-school tutoring
- Self audit of our SPED practices

Major Achievements

- In the fall of 2019, we reclassified 45 students to RFEPs (Reclassified Fluent English Proficient) status! That is 15.4% of our EL students (up from 5.4% last year).
- Focus on Parent Involvement through: PIQE (115 Graduates, 20% of students affected); EL Reclassification Parent Information Night with individual student achievement data; Open House (over 600 attended); Parent Conference Week where short & long term goals were set with every family at SME; Family Friday's focused on at-home strategies; ESL Classes; and ELD Day
- On the CAASPP, SME made a 12% gain in 4th grade and a 15% gain in 5th grade in ELA
- On the CAASPP, SME made a 14% gain in 3rd and 4th grade and a 12% gain in 5th grade in mathematics.

Focus for Improvement

- We will provide thorough tier one instruction to ensure all our students meet and exceed grade level standards in language arts and math.
- We will identify students based on language proficiency and provide 30 minutes of daily designated ELD instruction to support the language needs of our students.
- We will provide timely assessments to monitor student progress to ensure mastery of grade level standards and use the data to guide future instruction.

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	0.6
Filipino	0.1
Hispanic or Latino	96.4
Native Hawaiian or Pacific Islander	0.3
White	1.3
Socioeconomically Disadvantaged	85.2
English Learners	67
Students with Disabilities	12.8
Homeless	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for San Marcos	17-18	18-19	19-20
With Full Credential	40	40	37
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 San Marcos 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)

Benchmark Advance Curriculum that includes:

Explicit and Systematic Phonics Instruction

Purposeful scope & sequence and spiral review with repetition cycle

Frequent application to real reading and writing experiences

Built-in differentiation for efficient use of instructional time

Small-Group Instruction Focused on Learners' Identified Needs

Small-group topic texts scaffold students to grade-level text.

Close reading of complex text supports deep comprehension.

Predictable routines that provide effective use of reading and writing instructional block.

Built-in gradual release of responsibility from whole group to small group and then to independent practice.

Texts are authentic and culturally diverse.

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

San Francisco Math Curriculum includes:

Scope and Sequence – for the year, and within units.

Addresses the Common Core State Standards for Mathematics (CCSS-M).

Designs classroom experiences so students have opportunities to interact meaningfully with their peers, and to engage in Standards for Mathematical Practice (SMPs).

All students being able to experience the scope of mathematics for their grade by the end of the year.

Balance of conceptual, procedural, and application within units.

Conceptual understanding before teaching procedures and algorithms.

Language scaffolds that don't reduce the cognitive demand of the task.

Manipulatives and math visual aids that help students access the math.

Growth mindset through experiences for students to learn from their mistakes and revise their thinking.

Adjustment of instruction based on student's needs.

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	San Francisco Math Units Accompanying class workbooks. Accompanying homework booklets. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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

San Marcos Elementary School opened its new school facility in August 2010. Currently, our school includes two two-story buildings and one one-story building. The main building, on the first floor, is where our library, multi-purpose room, kitchen, main offices, kindergarten and first grades are located. On the second story houses our 3rd-5th-grade classrooms. Our second building houses kindergarten and pre-school on the bottom story and 2nd grade on the second story.

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: 11/19/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection.
Interior: Interior Surfaces	Good	1 room: shelf falling off wall; 1 room: plaster or paint is damaged; 3 rooms: walls have damage from cracks, tears, holes or water damage; 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	Good	5 rooms: lighting covers are missing, damaged, or loose; 1 room: lighting fixture or bulbs are not working or missing. Work order placed to Maintenance & Operations Department for repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	2 rooms: toilet/sink is damaged, broken, or clogged; 5 rooms water pressure too high or low; 3 rooms sink/fountain fixture is loose. Work order placed to Maintenance & Operations Department for repairs.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	Good	No repairs needed at the time of inspection.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	2 rooms: partition door sticks; 6 rooms: locks and other security hardware are not functioning properly; 1 room: door rubs on threshold; Playing field: signs of water drainage problems including standing water on hardscape areas. 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	26	37	65	67	50	50
Math	21	34	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	22.1	19.3	12.4

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	375	369	98.40	36.86
Male	181	176	97.24	26.14
Female	194	193	99.48	46.63
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	362	356	98.34	37.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	332	328	98.80	35.37
English Learners	315	313	99.37	33.55
Students with Disabilities	62	60	96.77	6.67
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	375	369	98.40	33.97
Male	181	176	97.24	33.71
Female	194	193	99.48	34.20
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	362	356	98.34	34.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	332	328	98.80	32.11
English Learners	315	313	99.37	31.09
Students with Disabilities	62	60	96.77	5.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Our goal is to engage parents to become partners in their student's education. Parent engagement (rather than involvement) includes being transparent with parents about the progress of their student, where they need to be, and how we can work together to accomplish this goal.

How:

PIQE (115 Graduates, 20% of students affected)
 EL Reclassification Parent Information Night with individual student achievement data
 Open House (over 600 attended)
 Parent Conference Week - set short & long term goals with every family at SME
 Family Friday's focused on at-home strategies
 ESL Classes
 ELD Day
 Family Movie Night and Winter Concert
 PTO
 ELAC

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 2019-2020 Comprehensive School Safety Plan was written by the school administration and approved by the San Marcos Elementary School Site Council on October 24, 2019. It was developed and designed to be a working document and to ensure policies and procedures are in place and followed appropriately. Local law enforcement and city officials are regularly consulted to assist the administration in designing safety, disaster and behavior plans. These policies are in place at San Marcos Elementary in order to create an environment where children feel safe and secure and have the ability to learn every day.

Three essential components were addressed when writing the plan:

Assuring a Safe and Physical environment

Characteristics of Students and Staff

School Culture

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.4	0.9
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)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	1.0
Nurse	0.33
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	1.0

* 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.

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	25		6		23		7		23		7	
1	22		6		22		5		24		5	
2	23		5		23		5		24		5	
3	23		6		22		5		24		5	
4	24		6		26		5		25		4	
5	26		7		26		6		26		6	
Other**												

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	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 2019-20 school year, San Marcos Elementary is focusing on professional learning on the continued implementation of state academic standards in English language Arts (ELA), English language development (ELD) and mathematics. All teachers have receive training in Tier I literacy and math instruction. Teacher grade level leaders are receiving support to deepen their understanding of effective Professional Learning Communities (PLC).

Teachers continue to engage in professional development through their weekly PLC times and quarterly pull-out days. This provides teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provide professional development and work 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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8146	1814	6332	71034
District	N/A	N/A	7831	81887

Level	Total	Restricted	Unrestricted	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.2	-14.2
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.

Types of Services Funded

Gifted and Talented Education (GATE)
 LCAP Supplemental
 Credential Music Teacher
 Title I
 ASES-After School Program

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.