



# Christa McAuliffe Elementary

3701 Kelton Drive • Oceanside CA, 92056 • (760) 901-8400 • Grades K-5

Patricia Kelly, Principal

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<http://www.mcauliffe.oside.us/>

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



### Oceanside Unified School District

2111 Mission Avenue  
Oceanside CA, 92058  
(760) 966-4000  
[www.oside.us](http://www.oside.us)

#### District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

#### District Administration

Julie Vitale, Ph. D.

**Superintendent**

Shannon Soto, Ed. D.

**Deputy Superintendent**

Todd McAteer

**Associate Superintendent Human  
Resources**

Mercedes Lovie, Ed. D

**Associate Superintendent Business  
Services**

### School Description

Christa McAuliffe Elementary School is a community of learners that promotes positive relationships, personal responsibility, and academic rigor for all students. We are very proud of our school, our many accomplishments, and the continuous progress of our students. Our highly dedicated and skilled staff is committed to creating caring and supportive learning environments with high expectations and multiple opportunities for involvement.

McAuliffe has a school-wide comprehensive behavior program PBIS, that focuses on three basic principles: Be Safe, Be Respectful and Be Responsible. We attribute our success to our wonderful and hard-working students, supportive parents, an outstanding faculty, as well as to a culture of collaborative community learners. McAuliffe has an elaborate hands-on Butterfly garden program, our STEAM focus is towards our namesake, Christa McAuliffe. A San Diego Chargers Grant provided McAuliffe with a refurbished running track providing increase opportunities for physical fitness and health for the students and community. Our wonderful PTO raises money each year to hire a professional art teacher to work with all students TK-5 using grade level standards.

One of our goals is to create a focus around inquiry based learning and performing arts. Our staff, students, and community members will be surveying what they would like to see the focus of our school to take our school into the 21st century. Our main focus is for our students to be ready for their secondary experience where ever that may be.

## 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	114
Grade 1	82
Grade 2	74
Grade 3	95
Grade 4	83
Grade 5	97
Total Enrollment	545

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.6
Asian	2.6
Filipino	1.7
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	0.6
White	31.6
Two or More Races	6.4
Socioeconomically Disadvantaged	54.7
English Learners	19.4
Students with Disabilities	9.5
Foster Youth	0.4

## 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 Christa McAuliffe	17-18	18-19	19-20
With Full Credential	28.34	0.0	25
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

### Teacher Misassignments and Vacant Teacher Positions at Christa McAuliffe Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	0.0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

### Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Scholastic Big Day (TK)</p> <ul style="list-style-type: none"> <li>Teacher Resource Kit, Adopted 2014</li> </ul> <p>Benchmark Teacher Resource Kit Adopted 2019</p> <p>Student handbook, student consumable resources</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Transitional Kinder: Scholastic Big Day, Adopted 2014</p> <p>Houghton Mifflin Harcourt GoMath!, Adopted 2016</p> <ul style="list-style-type: none"> <li>Student Edition</li> </ul> <p>The textbooks listed are from most recent adoption: No</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Transitional Kinder: Scholastic Big Day, Adopted 2014</p> <p>FOSS, Delta Education: Science Kits, Adopted 2008</p> <p>The textbooks listed are from most recent adoption: No</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Transitional Kinder: Scholastic Big Day, Adopted 2014</p> <p>Reflections/Harcourt, Adopted 2007</p> <ul style="list-style-type: none"> <li>Big Books (Grade K-1)</li> <li>Textbooks (Grades 2-5)</li> </ul> <p>The textbooks listed are from most recent adoption: No</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school is in overall good condition. The custodian reports repairs as necessary through the work order system provided by maintenance and operations. Teachers and students take pride in the campus by keeping it clean and neat.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/12/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	ADMIN BLDG: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON MAIN DOOR 12. WALL IS CRACKED AT PRINCIPALS OFFICE LIBRARY: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSERS ARE MISSING THROUGHOUT 11. PAINT IS CHIPPING ON DOOR STAFF LOUNGE: 4. WATER STAIN CEILING TILES STAFF WORKROOM: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	*RM K2: 7. EXTERIOR LIGHT COVER IS BROKEN LIBRARY: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSERS ARE MISSING THROUGHOUT 11. PAINT IS CHIPPING ON DOOR
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	ADMIN BLDG: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON MAIN DOOR 12. WALL IS CRACKED AT PRINCIPALS OFFICE LIBRARY: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSERS ARE MISSING THROUGHOUT 11. PAINT IS CHIPPING ON DOOR PLAYGROUNDS: 11. PAINT IS CHIPPING ON DRINKING FOUNTAIN RM 1: 11. PAINT IS CHIPPING ON DOOR RM 10A: 11. PAINT IS CHIPPING ON DOOR RM 10B: 11. PAINT IS CHIPPING ON DOOR RM 11: 11. PAINT IS CHIPPING ON DOOR RM 12: 11. PAINT IS CHIPPING ON DOOR RM 16: 11. PAINT IS CHIPPING ON PICNIC TABLES RM 2: 11. PAINT IS CHIPPING ON DOOR RM 23: 11. PAINT IS CHIPPING ON DOOR 15. WINDOW IS IN POOR CONDITION (CAN NOT SEE THROUGH) RM 4: 11. PAINT IS CHIPPING ON PICNIC TABLES RM 6: 11. PAINT IS CHIPPING ON DOOR
<b>Structural:</b> Structural Damage, Roofs	Good	ADMIN BLDG: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON MAIN DOOR 12. WALL IS CRACKED AT PRINCIPALS OFFICE RM 31: 13. CRACK ON SEAM OF GUTTER/ WATER IS POOLING
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 21: 15. WINDOW IS IN POOR CONDITION (CAN NOT SEE THROUGH) RM 22: 15. WINDOW IS IN POOR CONDITION (CAN NOT SEE THROUGH) RM 23: 11. PAINT IS CHIPPING ON DOOR 15. WINDOW IS IN POOR CONDITION (CAN NOT SEE THROUGH) RM 24: 15. WINDOW IS IN POOR CONDITION (CAN NOT SEE THROUGH) RM 33: 14. DRAIN COVER IS MISSING ON WALKWAY/ TRIP HAZARD
<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	46	47	45	46	50	50
Math	41	38	36	36	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.4	21.4	25.5

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	285	283	99.30	46.64
Male	152	151	99.34	42.38
Female	133	132	99.25	51.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	155	155	100.00	32.90
Native Hawaiian or Pacific Islander	--	--	--	--
White	96	94	97.92	61.70
Two or More Races	14	14	100.00	64.29
Socioeconomically Disadvantaged	160	160	100.00	36.88
English Learners	70	70	100.00	27.14
Students with Disabilities	45	45	100.00	17.78
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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	285	283	99.30	37.81
Male	152	151	99.34	40.40
Female	133	132	99.25	34.85
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	155	155	100.00	25.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	96	94	97.92	50.00
Two or More Races	14	14	100.00	57.14
Socioeconomically Disadvantaged	160	160	100.00	29.38
English Learners	70	70	100.00	17.14
Students with Disabilities	45	45	100.00	13.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are an integral part of Christa McAuliffe School and have a positive impact on the overall success of our school. Multiple volunteers can be seen coming and going in the halls, classrooms, workrooms, and library every day. Volunteers help in our classrooms, oversee art activities, assist in the computer lab, tutor students, and provide clerical assistance. Many parents participate in the PTO, School Site Council, or District Advisory Councils. Roughly 50 volunteers contribute more than 172 hours of support to the school each week. We welcome parent participation in our school activities and encourage parents to join our PTO and School Site Council. We also encourage parents to visit our Web site at [www.mcauliffe.oside.us](http://www.mcauliffe.oside.us) and to participate in our numerous school activities throughout the academic year.

### 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

McAuliffe School has a safe environment and all visitors are required to check in at the office before entering the campus and receive a badge to wear throughout their stay. The school has adopted Positive Behavior Intervention Strategies (PBIS), which encourages positive reinforcement and behaviors. The campus remains secured during the school day. A team of staff, students, community, and local police updates the Safe School Plan annually. Our goals include training/practicing for crisis response, ensuring that the staff and students are prepared in a crisis situation. We conduct monthly fire/earthquake drills and other exercises with our school resource officer. Twice a year, Oceanside Police Department, in collaboration with Oceanside Unified Risk Management department, hold a mock disaster drill to confirm that all staff and students are well prepared in the event of an actual emergency. After disaster drills, we debrief to determine the areas in need of improvement.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	1.7	2.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	.0

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

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
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	23		5		24		5		23		5	
1	24		4		21	1	3		21	1	3	
2	22		4		25		4		25		3	
3	21	1	4		21	1	3		24		4	
4	30		4		24		4		28		3	
5	28		4		27		4		32		2	1
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	20	20	28

Teachers and staff are provided regular and on-going professional development opportunities at the site, district and county level. In addition, all teachers participate in monthly professional development activities organized during regularly scheduled staff meetings. Staff also participate in professional development workshops organized by Oceanside Unified School District and/or the San Diego County Office of Education.

Teachers and staff attend these professional development workshops to improve their teaching skills and to extend their knowledge of grade appropriate subject matter. The primary focus for professional development is on understanding how to implement the Common Core State Standards (CCSS). This includes working on developing a Balanced Literacy Program, small group Guided Reading and related assessments, Benchmark Advance English Language Arts curriculum, the Lucy Caulkins Writing program and our Go-Math program.

In addition, we provide professional development on effective uses of technology, including the use of i-Pads and our 140 Chrome Books for instruction. All staff are working to obtain their certification in Digital Citizenship. We currently have 1:1 Chrome Books in 5th grade and soon will have them in all grade levels. Lastly, we are addressing the 4Cs of the 21st Century Skills which include Creativity, Critical Thinking, Collaboration and Communication.

All teachers are provided planning time twice a month to work with their grade level teams to discuss student results and data, curriculum and instruction and next steps to ensure all students are learning. The principal supports teachers with reflections from classroom observations regarding their instruction and Common Core implementation.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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	11783.67	2467.69	9315.97	\$87,980
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.9	7.8
School Site/ State	21.5	7.0

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.