Joli Ann Leichtag Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Joli Ann Leichtag Elementary
Street	653 Poinsettia Avenue
City, State, Zip	Vista, CA 92081
Phone Number	(760) 290-2888
Principal	Linda Heinrich
Email Address	linda.heinrich@smusd.org
School Website	https://joliannelementary.smusd.org/
County-District-School (CDS) Code	37737910116467

2023-24 District Contact Information

District Name	San Marcos Unified School District
Phone Number	(760) 752-1299
Superintendent	Dr. Andrew Johnsen
Email Address	andy.johnsen@smusd.org
District Website	www.smusd.org

2023-24 School Description and Mission Statement

"The Joli Ann community believes all students will excel academically through perseverance, critical thinking, problem solving, and a love of learning. All students will be empowered to lead with empathy as contributing members of their world." Our mission reflects our beliefs that it is our responsibility to teach a rigorous and relevant curriculum to all students, while instilling in students habits that lead to a successful life. Working together as a professional learning community, we provide all students with the tools necessary to meet the intellectual, social, emotional and physical challenges of the twenty-first century. We ensure equitable access to learning so that all children achieve at high levels. Additionally we strive to support in our students in a desire to be empathetic towards others, to think creatively and critically, and to believe that they will be successful in their future years of schooling and in their chosen careers.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	102
Grade 2	97
Grade 3	92
Grade 4	108
Grade 5	82
Total Enrollment	599

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.4%
American Indian or Alaska Native	1%
Asian	3.3%
Filipino	1.2%
Hispanic or Latino	71.3%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	5.3%
White	17.2%
English Learners	40.7%
Foster Youth	0.3%
Homeless	6.3%
Migrant	1.7%
Socioeconomically Disadvantaged	69.1%
Students with Disabilities	13.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	100.00	702.00	86.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	25.00	100.00	808.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	99.27	734.70	88.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.40	1.63	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.50	1.27	11953.10	4.28
Unknown	0.20	0.76	68.20	8.24	15831.90	5.67
Total Teaching Positions	26.10	100.00	829.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Reading, Writing, Listening, and Speaking
Students receive a standards-based curriculum designed to "help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California's vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy." (ELA CCSS)
Students use a variety of instructional materials in ELA to meet these instructional goals.

English Language Development (ELD)
English Learner students engage in daily ELD lessons that provide challenging English language development skills in alignment to gain English language proficiency.   (ELD CCSS)

ELA/ELD Supplemental Instructional Materials
Benchmark Steps to Advance   iReady Reading Path
Benchmark E-Books, Charts, and videos   myOn Digital Reading Library
Guided Language Acquisition Design (GLAD)   Lexia English/Language Power

Math
Students receive a standards-based curriculum designed to provide instruction that focuses on "concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom." (Math CCSS)   Students use a variety of instructional materials in math to meet these instructional goals.

Mathematics Supplemental Instructional Materials
iReady Math Path
iReady Digital Teacher Toolbox
Math Discourse Cards
Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers
K-5 Math iReady workbook, Curriculum Associates

Science
NGSS grade-level standards are the Benchmark Advance ELA-ELD core curriculum, Mystery Science, and Virtual STEAM Innovation Aligned Units. Mystery Science Teacher membership is available.

Social Studies
Social Studies grade level standards are integrated through Benchmark Advance ELA-ELD core curriculum.

Year and month in which the data were collected	10/29/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	• K-5 Benchmark Advance 2016 • TK-Benchmark Ready to Advance • TK Early Learning Enhancement 2017 • K-2 Dynamite Decodables 2017	Yes	0%
Mathematics	• Ready Classroom Mathematics, adopted in 2020 • iReady, adopted in 2019 Ready to Advance, adopted in 2019	Yes	0%

Science	• Integrated in Benchmark Advance Units, adopted in 2016 • Virtual STEAM and Innovation, adopted in 2020 • Mystery Science, adopted in 2020	Yes	0%
History-Social Science	- Integrated in Benchmark Advance Units, adopted in 2016	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements
Our school includes eight buildings, of which eight are portables. Together they accommodate approximately 800 people. Joli Ann Leichtag Elementary has 36 classrooms, a multi-purpose room, a library and an administration building. JALE opened its beautiful, well supplied, high-tech facility on September 1, 2008. Each classroom is equipped with a projection system, devices for every student, a document camera and access to the Internet. All classrooms in grades TK-5 have SMART boards. Our office, library, and multi-purpose room effectively support our programs. Joli Ann Leichtag Elementary provides student places to grow and learn, in and out of the classroom. We have a large playing field, two climbing structures, tetherball courts, handball courts, four-square courts, hopscotch and basketball courts. Our upper and lower blacktop areas provide students with opportunities to exercise and play cooperatively. As of December of 2022, the two climbing structures were removed due to safety and are being replaced.

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.

Year and month of the most recent FIT report	08/07/2023 - 08/07/2023

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	43	60	59	47	46
Mathematics (grades 3-8 and 11)	47	50	46	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	275	96.83	3.17	42.91
Female	124	122	98.39	1.61	45.90
Male	160	153	95.63	4.37	40.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	207	97.18	2.82	34.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	68.75
White	42	39	92.86	7.14	71.79
English Learners	100	94	94.00	6.00	23.40
Foster Youth	0	0	0	0	0
Homeless	16	13	81.25	18.75	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	219	213	97.26	2.74	36.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	27.27

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	278	97.89	2.11	49.64
Female	124	123	99.19	0.81	45.53
Male	160	155	96.88	3.12	52.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	209	98.12	1.88	40.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	75.00
White	42	40	95.24	4.76	80.00
English Learners	100	99	99.00	1.00	35.35
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	31.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	219	215	98.17	1.83	43.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	41	89.13	10.87	24.39

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.28	22.50	39.30	39.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	80	97.56	2.44	22.50
Female	40	39	97.50	2.50	20.51
Male	42	41	97.62	2.38	24.39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	67	98.53	1.47	14.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	21	95.45	4.55	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	61	98.39	1.61	14.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	18	94.74	5.26	5.56

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are a vital component of our educational program. Parent members serve on our School Site Council, which approves our annual School Plan for Student Achievement. Parents provide classroom volunteer assistance and help with field trips. Our Parent-Teacher-Organization (PTO) supports fundraising, sponsors student assemblies and activities, and provides assistance during school events. Parents also serve on the English Learner Advisory council (ELAC), which advises the principal regarding matters concerning students learning English. Additionally, parent nights are held with the Principal and School Social Worker on topics of interest to parents to better keep them and supported in the educational process. Finally, family events focused on literacy, mathematics, and character are held periodically and provide an interactive experience for the entire family.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	636	173	27.2
Female	306	303	87	28.7
Male	335	333	86	25.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	19	19	3	15.8
Black or African American	9	9	2	22.2
Filipino	7	7	0	0.0
Hispanic or Latino	461	457	128	28.0
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	32	32	10	31.3
White	108	107	27	25.2
English Learners	272	270	68	25.2
Foster Youth	3	3	0	0.0
Homeless	44	44	18	40.9
Socioeconomically Disadvantaged	481	477	143	30.0
Students Receiving Migrant Education Services	11	11	2	18.2
Students with Disabilities	108	108	29	26.9

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.47	0.15	1.85	2.51	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.47	0
Female	0	0
Male	0.9	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.22	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.13	0
White	0.93	0
English Learners	0.37	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.93	0

2023-24 School Safety Plan

The Comprehensive School Safety Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. Our School Safety Plan was reviewed and approved by our School Site Council on November 14, 2022. A copy of the plan is available for inspection by the public at each school.

Student safety is a primary concern at our school. Working with law enforcement and community members,we have streamlined our student drop-off and pick-up areas and modified traffic flow on streets near the school. We continue to work with the cities of San Marcos and Vista and the county of San Diego to ensure safe walking/biking routes to school. Two staff members and administration assist with drop off each morning, and four staff members and administration help in the parking lot at dismissal each day. Crossing guards at busy intersections near school help children cross safely every morning and afternoon. Teachers and playground supervisors monitor students outside the classrooms. Staff monitors the playgrounds before school and during recesses. We also hold monthly drills including fire, disaster, earthquake, and intruder alerts.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	24		3	
2	21	2	3	
3	23	1	3	
4	31		2	2
5	31		2	1
Other	27	1		1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	23		4	
2	24		4	
3	21		5	
4	28		3	
5	29		4	
Other	23		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	0
1	20	3	2	0
2	24	0	4	0
3	23	0	4	0
4	33	0	1	0
5	31	0	2	0
6	0	0	0	0
Other	24	1	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9456	1632	7824	80933
District	N/A	N/A	8305	$89,968
Percent Difference - School Site and District	N/A	N/A	-18.1	1.5
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	17.1	-2.1

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,639	$55,550
Mid-Range Teacher Salary	$89,272	$84,645
Highest Teacher Salary	$112,852	$111,284
Average Principal Salary (Elementary)	$142,348	$139,860
Average Principal Salary (Middle)	$146,938	$146,440
Average Principal Salary (High)	$170,134	$158,447
Superintendent Salary	$284,625	$278,268
Percent of Budget for Teacher Salaries	36.38%	32.21%
Percent of Budget for Administrative Salaries	4.74%	4.89%

Professional Development

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 two 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 as the National Institute of School Leadership (NISL).

Our elementary level focused professional learning on Orton Gillingham, Ready Mathematics, Professional Learning Communities, and Synergy. Professional learning was grounded in meeting students' academic and social emotional needs post pandemic. Ongoing training and PLC cycles supported learning recovery interventions in the classrooms and extended learning groups. A refocus on ongoing formative assessments and data driven discussions allowed teachers to provide students with prescriptive academic and social emotional interventions and enrichment opportunities. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	42	48	45