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CDS Code
37737910131433
Grades K-8

DOUBLE PEAK SCHOOL

School Accountability Report Card

Reported Using Data from the 2017-18 School Year
Published During 2018-19

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San Marcos Unified School District

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About This School

School Description and Mission Statement

Double Peak School is committed to its Vision and Core Values

Vision

A dynamic learning community empowering the hearts and minds.

Core Values

- Developing integrity, empathy, and determination in the visionary leaders of tomorrow. (Character)
- Providing meaningful and purposeful instruction, which supports academic achievement and inspires curiosity, critical thinking, and innovation. (Curriculum/Instruction/Achievement)
- Providing a safe, nurturing environment that fosters respectful peer relationships and embraces a culture of leadership. (Culture)

Principal's Message

As the District's only K-8 school, the students, families, and staff are part of a very exciting, thought-provoking, and engaging time. The endless possibilities a K-8 environment can provide and what education can and must look like in the future is the driving force in designing, developing, and implementing a true K-8 experience. Our unique learning opportunities in music, innovation, leadership and the arts provide all students with an engaging and rigorous school experience. It is an exciting time in education, and DPS is at the forefront of new ideas, programs, and experiences.

Major Achievements

- San Diego CUE teachers of the year for the DPS Innovation Program
- DPS presented at the local, state and national level on Design Thinking and Innovation

Focus for Improvement

- Providing an engaging, rigorous and respectful academic curriculum that challenges and students daily.
- Increasing all students reading level.
- Implementing *The Leader in Me* character development program.
- Providing unique learning opportunities in the area of music, innovation, and art.



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Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Kindergarten	127
Grade 1	109
Grade 2	117
Grade 3	135
Grade 4	139
Grade 5	143
Grade 6	133
Grade 7	135
Grade 8	108
Total Enrollment	1,146

Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
African American	1.9%
American Indian or Alaska Native	0.7%
Asian	9.9%
Filipino	2.5%
Hispanic or Latino	16.9%
Native Hawaiian or Pacific Islander	0.4%
White	67.5%
Two or More Races	0.0%
Other	0.2%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	12.0%
English Learners	5.0%
Students with Disabilities	8.8%
Foster Youth	0.1%

Conditions of Learning

Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School	School	School	District
	2016-17	2017-18	2018-19	2017-18
With Full Credential	47	50.6	59.8	929.1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2016-17	2017-18	2018-19
Misassignments of Teachers of EL	0	1	0
*Total Teacher Misassignments	0	1	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 (EL).

Technology

In grades TK-2 all classrooms have at least six devices. Grades 3-5 are all one device per student. In grades 6-8 all English Language Arts classes, Social Science classes, and math classes are one device per student. DPS also has an Innovation Lab that contains 40 laptop computers



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Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on October 4, 2018 for grades K-5 and November 1, 2018 for grades 6-8.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	K-5 Benchmark Advance Step Up to Literacy	2016	Yes	0%
Math	Big Ideas MATH: Course 1 (6 th Grade)	2015	Yes	0%
	Course 2 (7 th Grade)	2015	Yes	0%
	Course 2 Accelerated	2015	Yes	0%
	Course 3 (8 th Grade)	2015	Yes	0%
	Algebra 1	2015	Yes	0%
	K-2 Houghton Mifflin Math Expressions Grades 3-5 Curriculum Associates Ready Mathematics	2008	Yes	0%
Science	Scott Foresman Science	2009	Yes	0%
	Focus on Earth, Physical, and Life Science (Grades 6-8)	2008	Yes	0%
History Social Science	Harcourt California Reflections	2007	Yes	0%
Social Studies (6-8)	World History & US History	2006	Yes	0%
English Language Development	Springboard	2017	Yes	0%
Supplemental Instructional Materials (K-5)	See Below	2013-14	Yes	—

Curriculum and Instructional Materials (K-5)

Reading and Writing: Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public-school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” ELA CCSS

Students use a variety of instructional materials in ELA to meet these instructional goals.

ELA Supplemental Instructional Materials

- K-5 Nancy Fetzer Writing manual, Fetzer publisher
- K-5 Benchmark Universe, digital library, Benchmark
- Enterprise STAR Assessment – Lexile assessment, Renaissance Learning, and Lexia personalized digital program

Math: Students receive standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” Math CCSS

Students use a variety of instructional materials in math to meet these instructional goals.

Mathematics Supplemental Instructional Materials

- K-5 Math Investigations Kit, 2012 Pearson
- K-5 Math Manipulatives, Nasco, Lakeshore, Really Good Stuff suppliers
- K-5 Teaching Student Centered Math Teacher resource, Barnes and Noble
- K-5 Math Journals, K-5 Math publisher
- Ten Marks digital program
- Dream Box personalized digital program

Science: The district has adopted the *Scott Foresman California Science* program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. District is in the building awareness phase of NGSS Standards.

Social Studies: The district has adopted *California Reflections* published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation.

Curriculum and Instructional Materials (grades 6-8)

Reading and Writing: Language Arts classes embody a rich blend of literature and informational text in which students are challenged to build their reading, writing, listening and

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speaking skills. The curriculum is based on the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, and Technical Subjects (2010) that outlines a progression of expectations for what students should know and can do. Instruction guides students in comprehending text to determine central ideas and arguments, as well as uncovering the craft and structure within text. Students collaborate and share their ideas in conversation and through writing. As students' experience texts of increasing complexity, they build their capacity for college and career readiness.

Math: Students experience mathematics linked across grade levels and aligned to the State's content standards and framework finalized in 2013. Students develop foundational conceptual understanding along with procedural skills and fluency as they apply mathematics to solve real world inspired problems. Mathematics take on greater relevance as students learn to think through their problem solving, share their thinking and examine the thinking of others. A sequence of courses beginning in 6th grade offers students opportunity to stretch their mathematical skills through high school.

Science: SMUSD is beginning its transition to the *Next Generation Science Standards for California Public Schools*, adopted in September 2013. The district has adopted the preferred integrated course model and is implementing a new course each year until all grade levels have made the transition. Currently sixth and seventh grade are using the new NGSS standards and eighth grade will begin using them next year. Students in sixth grade focus on systems and subsystems, weather, climate and global warming. In seventh grade, students study atoms, matter cycles, natural processes and sustaining biodiversity. In grade eight, the focus is on force collisions, noncontact forces, evolution and sustaining local biodiversity. Additionally, eighth grade students take a two-week Health unit covering human reproduction, fetal development, HIV/AIDs, alcohol, tobacco, drugs and sexually transmitted diseases. SMUSD teachers also incorporate the *California Common Core State Standards in Literacy for Sciences* that focus heavily on aspects of reading, writing and research.

Social Studies: Students build their understanding of the human story through historical analysis, a focus on geography and historical interpretation. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. SMUSD teachers are incorporating the *California Common Core State Standards in Literacy for History/Social Sciences* that focus heavily on aspects of reading, writing and research.

Specialized Services

Gifted and Talented Education: Third-grade students will be assessed for GATE designation based on recommendations. Multiple measures are used to qualify students including standardized tests scores and teacher and parent input. We offer differentiated coursework as appropriate as well as before and after school enrichment for those students who qualify. All our fourth and fifth-grade teachers have their GATE certificate which qualifies them to provide an accelerated curriculum. Formal GATE designation begins in fourth grade and continues through fifth grade.

Special Education Program: Students who qualify with moderate to severe learning difficulties receive individual education plans and extra attention. Appropriate programs and services are provided to all students with disabilities, between the ages of 3 and 21. Referrals for special education identification and special education services come from the onsite Student Study Team and/or parents. Students with special needs receive the support services they require from a special education teacher, a speech therapist, a part-time psychologist, and/or classroom aides. We have a student study team, which consists of teachers, a special education teacher, a psychologist, and administration. The team makes appointments to meet with families as the need arises and follow the Response to Intervention (RTI) model. They may meet because a child needs speech therapy, has a suspected learning disability, or engages in behavior that interrupts learning. All our special education students are mainstreamed accordingly and provided support in all areas to meet their IEP goals.

English Learner Program: Students not yet fluent in English are provided with specialized instruction to assist in gaining fluency in English. Double Peak School has approximately 30 English Learner students enrolled.

School Facilities

School Facility Conditions and Planned Improvements

Double Peak School was built in 2016. It is in beautiful condition and supports a K-8 environment.

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.

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School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on September 12, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
Interior: Interior Surfaces	X			One room missing ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical	X			No repairs needed at the time of inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repairs needed at the time of inspection.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed at the time of inspection.

Overall Rating	Exemplary	Good	Fair	Poor
		99%		

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.



California Assessment of Student Performance & Progress Results for all Students

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA/Literacy	81%	79%	65%	65%	48%	50%
Mathematics	70%	68%	49%	51%	37%	38%

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.

CAASPP Assessment Results by Student Group

ELA test results 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.

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CAASPP Assessment Results—Test Results in ELA by Student Groups, Grades 3-8 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	792	774	97.73%	79.33%
Male	388	380	97.94%	76.32%
Female	404	394	97.52%	82.23%
Black or African American	14	14	100.00%	78.57%
American Indian or Alaska Native	--	--	--	--
Asian	84	84	100.00%	84.52%
Filipino	23	23	100.00%	73.91%
Hispanic or Latino	130	127	97.69%	62.99%
Native Hawaiian or Pacific Islander	--	--	--	--
White	530	515	97.17%	83.11%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	107	100.00%	70.09%
English Learners	54	53	98.15%	73.58%
Students with Disabilities	78	71	91.03%	30.99%
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

CAASPP Assessment Results—Test Results in Mathematics by Student Groups, Grades 3-8 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	793	773	97.48%	67.68%
Male	389	381	97.94%	69.52%
Female	404	392	97.03%	65.89%
Black or African American	14	14	100.00%	61.54%
American Indian or Alaska Native	--	--	--	--
Asian	84	84	100.00%	83.13%
Filipino	23	23	100.00%	69.57%
Hispanic or Latino	131	128	97.71%	52.46%
Native Hawaiian or Pacific Islander	--	--	--	--
White	530	513	96.79%	69.23%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	107	100.00%	53.92%
English Learners	54	53	98.15%	63.46%
Students with Disabilities	78	70	89.74%	29.09%
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

Note: CAASPP assessment 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: 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.

**California Standards Tests in Science for All Students
Grades Five, Eight, and High School**

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and

2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in both assessments.

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Other Pupil Outcomes

California Physical Fitness Test Results (201718)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT web page](#).

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	12.3%	15.2%	59.4%
7	10.7%	26.0%	60.3%

Engagement

State Priority: Parental Involvement

Contacts: Steven Baum—Principal
Katie Buffum—Assistant Principal
Kylie Lewis—Assistant Principal

Phone Number: (760) 290-2340

Our PTO, School Site Council, and the English Language Advisory Council are all very active groups of parents and staff, who work diligently to support and guide the school. New members are always welcomed. All teachers welcome volunteers, especially for field trips, special projects, and weekly classroom support. We believe strongly that parental involvement is the key to individual student and school success. We encourage parents to take an active role in our school, and we are proud of both the number and commitment of our parent volunteers. Every day parents actively participate at Double Peak School by volunteering in classrooms, working with students in the Makerspace and Innovation Lab or volunteering after hours for various PTO/Music events.

State Priority: School Climate

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
Suspensions	n/a	0.4%	0.4%
Expulsions	n/a	0.0%	0.0%
District			
Suspensions	1.5%	2.0%	1.8%
Expulsions	0.1%	0.1%	0.0%
State			
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

Discipline

School discipline is a collaborative effort by the parents, guardians, students, and staff. The focus of Double Peak is to promote positive behavior choices by recognizing students who engage in consistent positive behavior. Discipline is about teaching, guiding, and supporting; it's about recognizing which social skills students are lacking and being able to address them through an instructional approach, not a punitive one. However, mistakes are a natural part of growth. We help students reflect on errors in judgment and behavior and support them in learning how to make better decisions. We teach and model positive behavior including listening, cooperation, and mutual respect. We encourage students to make independent decisions and act responsibly towards others. When this occurs, we believe that a very positive and productive learning environment will result, enabling students to strive for excellence.

School Safety

SB187 Safety Plan

Date the plan was last approved: 10/18/18

Date the plan was last reviewed with staff: 10/24/18

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

Other SARC Information

Academic Counselors and Other Support Staff

The following table provides the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school.

Title	Number of FTEs* Assigned to the School
Psychologist	1.0
Nurse	0.33
Speech/Language/Hearing Specialist	2.0
Social Worker	1.0
Counselor (Social/Behavioral or Career Development)	1.0
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.

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Average Class Size and Class Size Distribution (Elementary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes.

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	n/a			21.0	2	4		22.0	2	4		
Grade 1	n/a			22.0		5		21.0	1	3		
Grade 2	n/a			23.0		5		23.0		5		
Grade 3	n/a			26.0		5		26.0		5		
Grade 4	n/a			32.0		3	1	34.0			4	
Grade 5	n/a			31.0		4		36.0			4	
Grade 6	n/a			33.0	2	16		35.0	3	8	16	
Other	n/a			0.0				160	1	1		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	n/a			25.0	1	2	1	30.0	2	3	3	
Mathematics	n/a			25.0	1	1		30.0	1	4	3	
Science	n/a			33.0		1	2	30.0	2	2	4	
Social Science	n/a			25.0	2	1	1	35.0		2	5	

* At the secondary school level, this information is reported by subject area rather than grade level.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$7,217	\$940	\$6,277	\$80,189
District			\$7,664	\$79,218
State			\$7,125	\$80,764
Percent Difference: School/District			(18%)	1%
Percent Difference: School/State			(12%)	(1%)

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Other Funding (Fiscal Year 2017-18)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district.

- Gate
- Teacher Credential Block Grant
- Lottery Instructional Materials
- Vocational Education (Perkins)
- Title II Part A
- Title II Part B Math and Science
- Career Technology Education Incentive Grant

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Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,922	\$47,903
Mid-Range Teacher Salary	\$75,842	\$74,481
Highest Teacher Salary	\$95,873	\$98,269
Average Principal Salary (Elem)	\$120,248	\$123,495
Average Principal Salary (Middle)	\$127,163	\$129,482
Average Principal Salary (High)	\$143,974	\$142,414
Superintendent Salary	\$333,971	\$271,429
Percent of District Budget		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	5.0%	5.0%

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 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 2017-18, the district continued to focus professional learning on the implementation of state academic content standards in English language arts, English language development, mathematics and science. Understanding the more rigorous expectations of the content standards, learning evidence-based instructional strategies that best support the standards and using newly purchased resources that align to the standards have been topics over time. The use of devices and digital curriculum to support the implementation of the new standards has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: face-to-face workshops during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.