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Grades K-5

## JOLI ANN LEICHTAG ELEMENTARY 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

##### Principal's Message

We are very proud that Joli Ann Leichtag Elementary is a California Distinguished School. The Joli Ann staff has worked together to create a common vision that we hope all students and parents will join in and share. Our mission statement reads, "As a diverse community, we strive to develop as true leaders to make a positive difference in our world."

One of our main goals is that all students will continue to meaningfully increase students' academic knowledge in all areas, becoming fluent speakers, readers, mathematicians, and critical thinkers. Additionally, we expect that all students will learn and ingrain "Living the Jaguar Way...Doing the Right Thing Even When No One is Looking." We are committed to supporting our children in becoming leaders through the "7 Habits of Happy of Happy Kids" while enhancing an inclusive learning environment for all our students. Finally, we are venturing more deeply into the world of innovation with increased opportunities in STEAM (Science, Technology, Engineering, Art, and Mathematics). Our students have access to a designated Makerspace where they are invited to explore, design, create, and be challenged with real world scenarios.

Our teachers insure success in reaching these goals by their daily application of best instructional practices, differentiated instruction at all academic levels, deep questioning strategies, collaborating regularly, and creating lasting connections that communicate to our children they are an extremely important part of our school.

Our Joli Ann family would not flourish if not for the connections we have with each other... to our students, our families, and our community, and it is our hope that our students ultimately experience this connectedness to their learning community. As Steven Covey has said, when students feel socially or emotionally connected to school or life in general, their potential for student achievement is greatly enhanced.

##### School's Description

The Joli Ann Leichtag Elementary staff believes that it is our responsibility to teach a rigorous and relevant curriculum to all students. 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 reach their true potential. We instill in our students a desire to learn and work hard, to think creatively and critically, and the belief that they will be successful in their future years of schooling in their chosen careers.

##### Major Achievements

- Our students demonstrate strong academic achievement on state-mandated standardized tests and in classroom performance and made significant gains in this last year.
- Joli Ann Leichtag is a California Distinguished School.
- Joli Ann Leichtag Elementary is proud to host student teachers from Cal State University San Marcos as well as University of California at San Diego.
- All full-time teachers at Joli Ann Leichtag Elementary have completed specialized training in English Language Development.
- JAG 101, our school-wide intervention/enrichment program, provides standards-based instruction at an appropriate instructional level for all students K-5.
- JAG AM provides students with enrichment activities and intervention programs daily from 7:00-8:45 am.

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- JAG PM provides students with homework support and after-school enrichment activities some of which includes: sports, art, technology, reading/library, and game activities daily from 3:10-6:00 pm (M, T,Th,F) and 2:10-6:00 pm (W).
- Leader In Me grant recipient 2015-2016 from the Panda Company-We are in our fourth year of building a Leader In Me culture that focuses on unleashing the leadership potential in our students.
- Joli Ann Leichtag is quickly becoming a Mathematics Model/Laboratory School for our district as we delve deep into Mathematics Professional Development with our Mathematics Specialist.

### Focus for Improvement

- Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned with Common Core Standards.
- Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.
- Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration.
- Strengthen parent involvement in the educational process through purposeful communication, meaningful events, informative workshops and regular opportunities for input and partnerships.
- Strengthen the content knowledge of all teachers in mathematics including best practices for increasing mental computational and procedural fluency as well as problem solving abilities in complex tasks.
- Strengthen teachers' and students' expertise of Design Thinking and Innovation through professional development opportunities

### 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	130
Grade 1	128
Grade 2	135
Grade 3	107
Grade 4	150
Grade 5	115
<b>Total Enrollment</b>	<b>765</b>

### 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
<b>Black or African American</b>	3.0%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	1.2%
<b>Filipino</b>	1.2%
<b>Hispanic or Latino</b>	76.6%
<b>Native Hawaiian or Pacific Islander</b>	1.0%
<b>White</b>	17.0%
<b>Two or More Races</b>	0.0%
Student Group (Other)	Percent of Total Enrollment
<b>Socioeconomically Disadvantaged</b>	77.6%
<b>English Learners</b>	39.3%
<b>Students with Disabilities</b>	13.2%
<b>Foster Youth</b>	0.8%

### 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			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	38	36	35	929.1
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	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
<b>Misassignments of Teachers of EL</b>	0	0	0
<b>*Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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).

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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.

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%
Mathematics	K-2 Houghton Mifflin Math Expressions	2008	Yes	0%
	3-5 Curriculum Associates Ready Mathematics	2015	Yes	0%
Science	Scott Foresman Science	2009	Yes	0%
History-Social Science	Harcourt California Reflections	2007	Yes	0%
Supplemental Instructional Materials	See Below	2013-14	—	—

### Curriculum and Instructional Materials

**Reading and Writing: 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 Fetzter Writing manual, Fetzter 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.

**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.

#### Teacher Assignment

One of our many GATE Certified teachers is our Gifted Education Coordinator. Four part-time reading intervention teachers and two full-time intervention specialists support K-5 students in reading. Peace Patrol is sponsored by a teacher leader and two other teachers share the role of Student Council Advisor. Additionally, we have hired a Mathematics Specialist to work with our teachers, strengthening their content knowledge and ultimately improving student achievement in mathematics.

#### Specialized Services

**Special Education Program:** Joli Ann Leichtag Elementary students with special needs receive the support services they require from Special Education Teachers, Speech and Language Pathologists, Psychologist, part-time Social Worker, and many instructional aides. Our students are fully included in the general education setting with built in support for students. Four part-time reading teachers and two full-time intervention specialists provide reading intervention to students who are struggling in the area of reading. Our student study team is composed of teachers, administrators, a

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Special Education teacher, and a school psychologist. Two part-time health clerks monitor daily medications for students with special needs in addition to meeting the health needs of general education students.

**Gifted and Talented Education:** Students are identified for possible GATE placement near the end of Grade 3. Students meeting the multiple criteria for GATE qualification receive specialized instruction with the classroom and opportunities for available enrichment programs. Our GATE students currently staff the JAG TV broadcast aired daily in each classroom and are invited to participate in our Expert Fair in the spring.

**English Learner Program:** Students who are not fluent in English participate in designated English Language Development at their level (based on the ELPAC) daily to meet their individual needs. Additionally, our teachers have had extensive training in strategic support for our English Language Learners and embed those supports regularly into every curricular area. Approximately 44% of our students are English Language Learners.

**Music Education:** Students enjoy a sound music program with each grade level learning to play a different musical instrument. Students in TK-5 have one 40-minute music class with our full-time credentialed music teacher.

### **Homework**

Homework is assigned Monday through Thursday: 10 to 20 minutes for grades one through three and 30 to 45 minutes for grades four and five. Kindergartners receive weekly assignments. We also expect students to read each night. Homework is used to practice and reinforce skills directly tied to classroom instruction.

### **School Facilities**

#### **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.

#### **School Facility Conditions and Planned Improvements**

Our school includes eight buildings, of which eight are portables. Together they accommodate approximately 880 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, 7-8 computers, a document camera and access to the Internet. All classrooms in grades 1-5 have SMART boards. Our 2<sup>nd</sup> through 5<sup>th</sup> grade students experience one to one technology with Chromebooks and iPads and our kindergarten and 1<sup>st</sup> grade students have carts to share. 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.

### **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 14, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	X			More than one room damaged ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			One room clutter under sink.
<b>Electrical:</b> Electrical		X		Several rooms lights out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restroom toilet does not flush properly. One drinking fountain needs adjustment.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	X			No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed at the time of inspection.

Overall Rating	Exemplary	Good	Fair	Poor
			97%	

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### 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.

### 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

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
<b>ELA/Literacy</b>	58%	54%	65%	65%	48%	50%
<b>Mathematics</b>	44%	49%	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.

### CAASPP Assessment Results-Test Results in ELA by Student Groups, Grades 3-5 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	367	363	98.91%	54.27%
<b>Male</b>	186	184	98.92%	47.83%
<b>Female</b>	181	179	98.90%	60.89%
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	282	281	99.65%	51.25%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	57	56	98.25%	73.21%
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	288	286	99.31%	51.40%
<b>English Learners</b>	201	201	100.00%	44.78%
<b>Students with Disabilities</b>	62	61	98.39%	9.84%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**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.

## SCHOOL ACCOUNTABILITY REPORT CARD

### CAASPP Assessment Results-Test Results in Mathematics by Student Groups, Grades 3-5 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	367	362	98.64%	49.17%
Male	186	184	98.92%	47.28%
Female	181	178	98.34%	51.12%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	282	280	99.29%	47.50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	56	98.25%	62.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	288	285	98.96%	45.96%
English Learners	201	200	99.50%	45.50%
Students with Disabilities	62	61	98.39%	13.11%
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.



### Other Pupil Outcomes

#### California Physical Fitness Test Results (2017-18)

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	13.8%	20.7%	32.8%

### Engagement

#### State Priority: Parental Involvement

Contact Person: PTO

Phone Number: (760) 290-2888 ext. 3333

Parents are a vital component of our educational program. Parent members serve on our School Site Council, which approves our annual Single Plan for Student Achievement. Parents provide regular 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.

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### 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	0.0%	0.0%	0.4%
Expulsions	0.0%	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

Our staff teaches positive character traits through the 7 Habits of Happy Kids by Sean Covey, which is a children's version of the 7 Habits of Highly Effective People by Stephen Covey. We hold our students to a high standard of behavior that is reinforced with the school's monthly focus on the 7 Habits. We recognize students at weekly and monthly awards assemblies for displaying positive behaviors and for academic improvement and achievement.

We continue to reinforce positive student behavior and character traits with our Positive Behavior Support in Schools Program. It is a program designed to teach responsibility, safety, and respect for all at Joli Ann Leichtag Elementary School. The overall goals of this program are aimed at increasing and supporting positive behaviors school-wide and decreasing those disruptive behaviors which might interfere with classroom instruction and create a negative school environment.

- Make Good Choices
- Be Respectful
- Solve Problems

As a school, we have created three school wide rules which will enable us to create a positive school environment. We use these three school wide rules to instill the 7 Habits of Happy kids and a true culture of creating a Leader in every child. We have developed expectations or rules for all settings in our school relating to this theme. You will notice that throughout our school these expectations are posted in all areas. Students will receive frequent reviews of the expectations and be acknowledged when they demonstrate them.

We believe that students need to be held responsible for their behavior and disruptive students impede learning for everyone. However, we also believe that it is not fruitful to bar students from attending school. Our progressive discipline policy begins with restorative justice and proceeds to in-school suspension, and suspension in extremely rare instances.

### School Safety

#### SB187 Safety Plan

**Date the plan was last approved:** October 9th, 2018

**Date the plan was last reviewed with staff:** October 9th, 2018

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.

Student safety is a primary concern. Working with a traffic safety engineer hired by our district, we have streamlined our student drop-off and pick-up areas and modified traffic flow on streets near the school. A new traffic signal was installed at the entrance to our parking lot, and new safety signs have been supplied by the district. Two supervisors and administration assist with drop off each morning, and four staff members, principal, and assistant principal help in the parking lot at dismissal each day.

Crossing guards at busy intersections near school help children cross safely every morning and afternoon, and safety patrol members monitor crossing areas by the parking lots before and after school. 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.

#### 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
Social Worker	1.0
Nurse	0.33
Speech/Language/Hearing Specialist	2.0
Other: TOSA Intervention Support Teacher	4.41

\* 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. The following table provides three years of data.

Grade Level	2015-16			Avg. Class Size	2016-17			Avg. Class Size	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	25.0		7	21.0	2	5		19.0	6	1				
Grade 1	24.0		4	23.0		6		26.0		5				
Grade 2	24.0		6	25.0		4		23.0		6				
Grade 3	23.0		5	26.0		6		27.0		4				
Grade 4	30.0		5	31.0		4		30.0		5				
Grade 5	28.0		4	29.0		5		29.0		4				

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

### 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	\$6,947	\$1,125	\$5,822	\$78,319
District			\$7,664	\$79,218
State			\$7,125	\$80,764
<b>Percent Difference: School/District</b>			(24%)	(1%)
<b>Percent Difference: School/State</b>			(18%)	(3%)

- **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.

- Gifted and Talented Education (GATE)
- Teacher Credential Block Grant
- Lottery Instructional Materials
- Title I
- Title II-Part A
- CSEA Check Grant
- ASES-After School Program

#### 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
<b>Percent of District Budget</b>		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	5.0%	5.0%



## SCHOOL ACCOUNTABILITY REPORT CARD

### 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.

