

910 Borden Road  
San Marcos, CA 92069-2106  
(760) 290-2400  
FAX (760) 290-2412

CDS Code  
37737916039077

Grades K-5

## RICHLAND ELEMENTARY SCHOOL

### School Accountability Report Card

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

**Julie Barbara, Principal**

[julie.barbara@smusd.org](mailto:julie.barbara@smusd.org)



### San Marcos Unified School District

255 Pico Avenue, Suite 250  
San Marcos, CA 92069  
(760) 752-1299  
[www.smusd.org](http://www.smusd.org)

#### Board of Trustees

Stacy Carlson  
Victor Graham  
Janet McClean  
Sydney Kerr  
Vacancy

#### Administration

Dr. Carmen Garcia  
Superintendent  
[carmen.garcia@smusd.org](mailto:carmen.garcia@smusd.org)

Gina Bishop  
Assistant Superintendent  
Instructional Services

Henry H. Voros  
Assistant Superintendent  
Human Resources

Mark Schiel  
Assistant Superintendent  
Business Services

#### Contents

About this School  
Conditions of Learning  
Specialized Services  
Textbooks  
School Facilities  
Pupil Outcomes  
Other Pupil Outcomes  
Parental Involvement  
School Climate  
Other Information  
School Finances  
Professional Development  
About the SARC

#### About This School

##### School's Mission Statement

The Richland staff believes that it is our responsibility to teach a rigorous and relevant curriculum to all students in a close partnership between home, school and the community. The effective implementation of this philosophy will instill in our students an appreciation and desire to learn and work hard, the ability to think creatively and critically, and the belief that they will be successful in their future years of schooling and chosen careers.

##### Principal's Message

Richland Elementary is a school that offers "proud traditions and new opportunities." Generations of students, parents, and staff have contributed to an environment of academic achievement, responsibility, teamwork, diversity, and respect. Our school has been recognized by the California State Department of Education as a Distinguished School in 1995, 2000, 2004 and 2008. A rigorous Common Core State Standards-based curriculum, a clear academic focus, and an emphasis on responsible, inclusive citizenship provide students with a foundation for future learning in a technological society. Students will develop 21<sup>st</sup> Century Learning Skills: critical thinking, collaboration, communication, and creativity. We recognize the importance of educating all children by working collaboratively with students, staff, parents, and the community. We provide an environment in which the unique talents and abilities of every member of our school community are shared and encouraged. Professional growth, collaboration, and collegiality provide the staff with the knowledge, attitude, and skills to provide powerful learning experiences for all students.

##### Major Achievements

- Richland was recognized as a California Distinguished School in 1995, 2000, 2004 and 2008.
- Richland was selected to serve in 2010-11 and continues to serve as the SMUSD's Professional Development Campus
- An Honor Roll campus in 2016, 2017, and 2018 for the CBEE (Campaign for Business and Education Excellence) for our work with closing the Academic Achievement Gap.

##### Focus for Improvement

**Goal I College Career Ready:** 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 to the new state standards.

**Goal II Student Progress:** 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.

**Goal III Professional Learning:** Employ the highest quality staff and support them throughout their career with relevant professional learning and structures to facilitate collaboration to maintain the highest quality instruction for all students.

**Goal IV Parent Engagement:** Strengthen parent involvement in the educational process through purposeful communication, meaningful events, informative workshops and regular opportunities for input and partnerships.

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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	137
Grade 1	121
Grade 2	122
Grade 3	120
Grade 4	132
Grade 5	135
<b>Total Enrollment</b>	<b>767</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
Black or African American	1.0%
American Indian or Alaska Native	0.4%
Asian	3.1%
Filipino	1.8%
Hispanic or Latino	44.7%
Native Hawaiian or Pacific Islander	0.3%
White	48.6%
Two or More Races	0.0%
Other	0.1%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.5%
English Learners	14.1%
Students with Disabilities	14.9%
Foster Youth	0.3%



### 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>	37	38	39	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).

#### Teacher Assignment

All Richland Elementary School teachers are highly qualified. Our Instructional Leadership Team has teacher representatives from every grade level working to improve aspects of the instructional program at Richland. Teacher representatives participate on the School Site Council, ELAC Committee, and PTO Board as well as district Elementary Curriculum Council and San Marcos Education Association as Union reps. Two of our experienced teachers serve as our school's Intervention teachers and grade levels (second through fifth) have teachers teaching before or after-school remediation classes.

#### Specialized Services

**Gifted and Talented Education:** Richland offers a Gifted and Talented Instructional (GATE) Program for students in the fourth and fifth grade. Third-grade-students based on teacher and/or parent recommendations are administered the Naglieri Non-Verbal Ability Test. Fourth and fifth-grade students based on teacher and/or parent recommendations are given the Otis-Lennon Test. The test results as well as academic achievement, teacher input, and California Standardized tests results determine placement.

**English Learner Program:** Most students not yet fluent in English are clustered in each of our classrooms at Richland. Students receive designated daily ELD instruction to develop and learn English. Approximately 108 English-language Learners are enrolled at Richland.

## SCHOOL ACCOUNTABILITY REPORT CARD

### **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
<b>Reading/Language Arts</b>	K-5 Benchmark Advance Step Up to Literacy	2016	Yes	0%
<b>Mathematics</b>	K-2 Houghton Mifflin Math Expressions	2008	Yes	0%
	3-5 Curriculum Associates Ready Mathematics	2015	Yes	0%
<b>Science</b>	Scott Foresman Science	2009	Yes	0%
<b>History-Social Science</b>	Harcourt California Reflections	2007	Yes	0%
<b>Supplemental Instructional Materials</b>	See Below	2013-2014	—	—

**Special Education Program:** Students with moderate to severe learning difficulties can qualify for individual education plans (IEPs). 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 are initiated by the on-site Student Study Team.

Richland Elementary students with special needs receive the support services they require from our four co-teaching Specialized Academic Instructors, four speech-language pathologists, two speech-language pathologist aides, one school psychologist and Intern, one part-time school counselor, and classroom instructional aides. We have a student study team, made up of teachers, a special education teacher, and a psychologist. The team makes appointments to meet with families as the need arises. They may meet because a child needs speech therapy, has a suspected learning disability, or engages in behavior that disrupts learning. We have two part-time health aides who coordinate services for all students with the part time district nurse assigned to our site.

#### **Curriculum and Instructional Materials**

**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 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.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Library

Our library contains over 16,000 volumes. Our librarian works 7.5 hours per day and supports special classroom projects. The librarian and Parent Club host a school-wide book fair to support the library program. We acquire new books through grants, and Scholastic incentives, and Parent Club donations

### Homework

First through fifth-grade teachers assign homework Monday through Thursday. Teachers identify specific time allotments for homework for each grade level that are aligned with Governing Board recommendations. Reading at home is an integral part of every classroom's nightly homework program.

### Technology

In addition to classroom computers, Richland has 24 Chrome Book carts of 36 laptops and a cart of 36 iPads. All third through fifth grade classroom are in their fifth year of the District's inquiry-based learning vision with 1:1 technology. Our students utilize the Internet to support their classroom instruction. We are proud to say we have enough technology to support Grades 2-5 at a 1:1 ratio and 2:1 in the remaining grades. We are continuing to acquire more software and hardware for students at all grade levels.



### School Facilities

#### School Facility Conditions and Planned Improvements

The physical quality of our school building influences learning and teaching. Our school includes 41 classrooms, library, computer lab, and staff room. Richland opened in 1960 and provides a quality education for approximately 853 students. All permanent classrooms, the library, computer lab, office, and cafeteria have recently received modernization of the technology infrastructure. Now all classes have up to date state-of-the-art phone and internet connectivity and received a state-of-the-art AV refresh last school year. Regularly scheduled maintenance is done to keep our school building and grounds in excellent working condition.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### School Facility Good Repair Status (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 18, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			One room duct vent need cleaning or replaced. One restroom sewage back-up.
<b>Interior:</b> Interior Surfaces	X			More than one room ceiling tile damaged.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
<b>Electrical:</b> Electrical		X		Several rooms lights out. Several rooms missing cover plates. One room electrical panel blocked. One room light fixture is loose. More than one room phone jack hanging.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			More than one drinking faucet needs adjustment.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			One room fire extinguisher needs to be hung.
<b>Structural:</b> Structural Damage, Roofs	X			One room replace one roof ceiling tile.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed at the time of inspection.
Overall Rating	Exemplary			96%
	Good			
				Fair
				Poor

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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>	61%	68%	65%	65%	48%	50%
<b>Mathematics</b>	57%	57%	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>	378	375	99.21%	64.80%
<b>Male</b>	192	192	100.00%	61.98%
<b>Female</b>	186	183	98.39%	67.76%
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	178	178	100.00%	54.49%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	176	173	98.30%	73.99%
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	178	177	99.44%	48.59%
<b>English Learners</b>	83	83	100.00%	40.96%
<b>Students with Disabilities</b>	57	57	100.00%	22.81%
<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
Students	378	375	99.21%	57.33%
Male	192	192	100.00%	61.46%
Female	186	183	98.39%	53.01%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	178	178	100.00%	47.19%
Native Hawaiian or Pacific Islander	--	--	--	--
White	176	173	98.30%	67.05%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	178	177	99.44%	42.37%
English Learners	83	83	100.00%	36.14%
Students with Disabilities	57	57	100.00%	19.30%
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	23.0%	15.6%	18.5%

### Engagement

#### State Priority: Parental Involvement

**Contact Person: Randi Montoya, FOR Club President**

**Phone Number: (760) 290-2400 ext. 2405**

Richland is well known in San Diego County for its outstanding parent participation and leadership. Parents are members of our School Site Council (SSC), which oversees Richland’s School Safety Plan and Single Plan for Student Achievement. Parents also may serve on the English Language Learner Advisory Committee (ELAC), which oversees the instructional program for English Language Learners. Our Parent Organization, FOR Club (Friends of Richland), includes all parents in our school and is governed by an elected board and is financial support for our STEAM and STEAM Coordinator, after school Music/Theater enrichment, and technology support. Additionally, a Richland Alumni organization provides financial support for Richland. New members are always welcome to all organizations. Classroom volunteers are an integral and valued part of the school program.

## SCHOOL ACCOUNTABILITY REPORT CARD

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

#### Discipline

Richland has a school-wide discipline program that we communicate to all parents the first month of school. This year our staff taught specific positive behaviors through Restorative Practice, PBIS and a proactive behavior program called "What a Leader Does." The program focuses on teaching positive behaviors to promote a safe and productive learning environment. We hold bimonthly awards assemblies to recognize students for displaying positive behaviors by living "The Mustang Way." At the end of the month, students are selected in each classroom as "Students of the Month" based on one "The 7 Habits of Happy Kids", written by the Sean Covey based on the late Stephen Covey's 7 Habits of Highly Effective People. We believe that students are responsible for their behavior and that disruptive students impact the learning environment. However, it is often not productive to bar students from attending school. We have an in-school suspension policy under which students still come to school, speak to an administrator, and keep up with their studies in the office. The SMUSD suspension policy governs when students must be suspended from school and parents must conference with an administrator.

#### School Safety

##### SB187 Safety Plan

**Date the plan was last approved:** October 2018

**Date the plan was last reviewed with staff:** 8/16/2018

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.

The staff monitors school grounds 30 minutes before the start of school and immediately after dismissal. We have crossing guards to help children cross the streets near our school every morning and afternoon. We also hold monthly fire and disaster drills for all students. We ask parents to have children return home immediately after school. Additionally, Richland Elementary, along with all elementary schools in San Marcos, have implemented a closed campus before, during and after school. We have implemented a visitor tracking system (Ident-i-kid) to check visitors name with State Database to ensure all adults on campus are legally permitted.

Teachers work with individual students and may hold classroom meetings to discuss conflicts between students as needed. A part-time district counselor works with at-risk students with social skills and conflict resolution. With Richland's full-time PE program, we have implemented a structured play program to enhance school safety and participation in organized games further.

#### Student Progress

Teachers in each grade level evaluate what students learn through common district assessments, curriculum unit summative, project-based evaluations, and teacher observation., SMUSD has a semester system; there are two report card periods each school year parents are encouraged to attend a parent-teacher conference midway through the first reporting period.

#### 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
Counselor (Social/Behavioral or Career Development)	0.48
Psychologist	1.0
Nurse	0.33
Speech/Language/Hearing Specialist	2.68
Other: TOSA Intervention Support Teacher	1.47

\* 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.

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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	24.0	1	5	24.0	1	5	24.0	1	5					
Grade 1	23.0		5	21.0	2	3	23.0		5					
Grade 2	25.0		5	23.0		5	24.0		5					
Grade 3	27.0		5	24.0		5	24.0		5					
Grade 4	26.0	1	5	33.0		0	4	33.0	2	2				
Grade 5	33.0		0	4	26.0	1	5	33.0		2	2			
Other	0.0			0.0				9.0	1					

\*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	\$8,639	\$2,540	\$6,099	\$87,938
District			\$7,664	\$79,218
State			\$7,125	\$80,764
Percent Difference: School/District			(20%)	11%
Percent Difference: School/State			(14%)	9%

- **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 II Part A
- Chargers Grant
- Barona Education Grant

### 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%

## 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.

