

650 West Mission Road
San Marcos, CA 92069-1555
(760) 290-2500
FAX (760) 744-0893

CDS Code
37737916039093

Grades 6-8

SAN MARCOS MIDDLE SCHOOL

School Accountability Report Card

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

Spencer Wavra, Principal

spencer.wavra@smusd.org



San Marcos Unified School District

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

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carmen.garcia@smusd.org

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About This School

School's Mission Statement

The San Marcos Middle School staff is committed to educating the whole child. We believe all students can learn and are responsible for taking an active role to master the curriculum. Students will strive to achieve their highest and best intellectual, social, emotional, and physical development. We will impress upon students the importance that Character Counts...All the Time as evidenced in their academic, social, and emotional lives.

Vision Statement

San Marcos Middle School is committed to positively impacting every student that comes through our doors. We intend for all students to leave SMMS as 21st-century global thinkers, having developed the academic and social/emotional skills necessary to be successful in high school, college/career, and life. We will reach this goal through a school model that highlights *rigorous* and *relevant* curriculum and instruction, and by every adult on campus committing to fostering authentic *relationships* with our students and families.

Principal's Message

At San Marcos Middle School, we recognize the unique and important time period that the middle school years represent in our students' lives. For many students, the transition from an elementary to secondary setting can be challenging. In addition to the rigors of secondary education, many students are also experiencing the challenges of adolescence.

To meet these unique challenges, our staff focuses on four key areas, that we call the *Crusader Commitment*. First, our staff is committed to providing high quality instruction in all classrooms, with rigorous and relevant academic activities. Next, we are committed to supporting literacy in all academic areas, with a focus on meaningful reading, writing, listening, and speaking experiences for students. Third, we are committed to supporting student success through a multi-tiered system of supports. These supports focus on identifying students that need additional assistance, and matching their needs to the appropriate intervention. Finally, we are committed to student engagement, by providing a variety of extra-curricular activities, clubs, and athletics that keep students connected to school.

Socially, our school provides a variety of in-school and extracurricular activities and opportunities designed to engage students in the learning process and to build character skills they will need as they develop into young adults. We strongly encourage our parents to support their child's interest and participation in our various clubs, sports teams, music events and academic opportunities available at our school. By being engaged in both classroom and extracurricular activities, students develop character traits such as perseverance, teamwork, and respect that we believe will serve them well throughout their life.

Additionally, our staff is committed to providing a physically and emotionally safe environment for our students. At San Marcos Middle School all students and their families are valued. We hold high expectations for our students and staff, and reinforce positive behavior through encouragement, incentives and school-wide recognition. In addition, our team of Assistant Principals, Counselors and Social Workers are available to provide on-site support for students in need, and to connect parents and guardians with off campus resources if needed.

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Major Achievements

- In January of 2018, San Marcos Middle School was awarded the California Schools to Watch designation. This award recognizes schools that demonstrate excellence in academics, developmental responsiveness, social equity, and organizational supports.
- In partnership with San Marcos Boys & Girls Club, we are able to offer an After-School Academy to our students free of charge. The Club provides Power Hour for tutoring, Sports Program, state of the art fitness room and many more student-centered activities.
- In addition to our core academic program, San Marcos Middle School offers a variety of elective classes for our students. These include Art, Drama, Exploratory Wheel, Music and Technology.
- San Marcos Middle School has the largest AVID program of San Marcos Unified middle schools and has been recognized by the organization in helping our students on the path to college acceptance and retention.
- San Marcos Middle School offers a variety of after school clubs including: Model United Nations, School Newspaper Club, STEM Club, Junior Reserve Officers Training Corp, and Sports.

Focus for Improvement

- Our curriculum is based on the Common Core State Standards in English and Math, Next Generation Science Standards in Science and the state's content standards in other subject areas. Our instruction is based on the Essential Elements of Effective Instruction. We are focusing on school-wide literacy with the goal that all our students become improved readers, writers, listeners, and speakers in every aspect of their lives- Additionally, our staff is focused on continuity of instruction in each department and grade level. Our staff has developed common course descriptions, and will be aligning formative assessments utilized in the classroom.
- Staff continues to receive training on instructional strategies for English Language Learners, with an understanding that regular incorporation of these strategies in the classroom will benefit all students.
- The staff is updated and trained in emergency procedures to ensure compliance with school safety regulations regarding fire, earthquake, intruder, and disaster situations.
- Staff will strive to increase parent involvement and communication through monthly parent outreach, parent conferences, use of our online grading program with parent portal, and parent education courses.

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
Grade 6	383
Grade 7	450
Grade 8	406
Total Enrollment	1,239

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	1.2%
American Indian or Alaska Native	0.1%
Asian	2.8%
Filipino	2.3%
Hispanic or Latino	81.2%
Native Hawaiian or Pacific Islander	0.5%
White	11.9%
Two or More Races	0.0%
Other	0.0%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	78.2%
English Learners	22.6%
Students with Disabilities	16.2%
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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	53.20	57	51.2	929.1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

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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	0	0
*Total Teacher Misassignments	0	0	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).

Curriculum and Instructional Materials

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 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.

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 November 1, 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
Language Arts	Springboard	2017	Yes	0
Mathematics	Big Ideas MATH: Course 1 (6 th Grade)	2015		
	Course 2 (7 th Grade)	2015		
	Course 2 Accelerated	2015	Yes	0
	Course 3 (8 th Grade)	2015		
	Algebra 1	2015		
Science	Focus on Earth, Physical, and Life Science	2008	Yes	0
Social Studies	World History & US History	2006	Yes	0
English Language Development	Springboard	2017	Yes	0

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Specialized Services

Students have access to speech and language services, special education, resource specialists, school psychologists, counselors, nurses, and other specialists. Some staff members are assigned full-time, and some are available as needed. Also, health aides and a district nurse provide health services. We also draw on outside agencies that provide counseling services on campus. These support staff members are philosophically in tune with staff and offer excellent service to students.

Gifted and Talented Education: Starting in second grade, educators identify academically gifted and talented students based on teacher recommendation or tests. When identified, students reach middle school, they are enrolled in the Honors Program, as appropriate.

Special Education Program: Students with moderate to severe learning differences are sometimes entitled to 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 on-site Student Study Team (SST) and/or parents.

Crusader Hub: San Marcos Middle School runs a comprehensive after school academic support program for all students four days a week, for one hour. This program is designed for students to seek support in all academic areas from teachers and peer tutors. It is also a Tier II intervention for students that need additional academic support, as part of our Response to Intervention (RTI) system

Mentorship Program: Students with significant academic, behavioral, and/or attendance needs are enrolled in our Mentorship Tier III program. This intervention pairs these students with an adult mentor on campus that meets with them regularly, and monitors their success on a six-week student passport. Students are provided incentives for improvements in the areas of academics, behavior and attendance.

English Language Development Support: English Language Learners who have transitioned from ELD courses are offered this class to provide additional assistance with their English Language Arts class, as well as to continue academic language development. We draw upon two different curriculums, depending on the language development level of students, to support oral language development, vocabulary skills, and reading and writing competencies.

Homework

Teachers assign an average of 30 minutes of study per night in four subjects: English, History, Math, and Science. Students keep track of their homework assignments in their Academic Planner. Students are also encouraged to read a minimum of 20 minutes per night to improve their overall literacy. Before and after school interventions are available to offer students extra assistance with their in-class and homework assignments.

Library

San Marcos Middle School's library has approximately 17, 178 volumes. The library is open before school and during lunch and after school. Students may each check out three books for two weeks, with unlimited renewals.

School Facilities

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			More than one room damaged ceiling tiles. One room missing cove base. One room hole in wall.
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%			

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School Facility Conditions and Planned Improvements

San Marcos Middle School originally opened in 1980. The facility provides a safe, clean and visually stimulating learning environment. Our school includes eight buildings, of which 9 are portable classrooms. Together they accommodate approximately 1,130 students. San Marcos Middle School originally opened in 1980. The facility provides a safe, clean and visually stimulating learning environment. With the passing of Prop K, San Marcos Middle School has undergone extensive renovation and construction. These upgrades and changes include removal of 16 portable classrooms, extension of the lunch area, and the construction of a new 24 classroom building, and PE locker and fitness rooms.

The physical quality of San Marcos Middle School building influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land of the campus.

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.

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 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, 6-8 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1236	1216	98.38%	52.15%
Male	595	584	98.15%	43.13%
Female	641	632	98.60%	60.48%
Black or African American	13	11	84.62%	45.45%
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.00%	86.49%
Filipino	29	29	100.00%	75.00%
Hispanic or Latino	1010	996	98.61%	46.93%
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	135	97.12%	77.44%
Two or More Races			--	--
Socioeconomically Disadvantaged	993	977	98.39%	45.38%
English Learners	695	682	98.13%	34.80%
Students with Disabilities	189	184	97.35%	8.79%
Students Receiving Migrant Education Services	18	18	100.00%	22.22%
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.

SCHOOL ACCOUNTABILITY REPORT CARD
CAASPP Assessment Results-Test Results in Mathematics by Student Groups, 6-8 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1238	1199	96.85%	31.47%
Male	596	571	95.81%	28.60%
Female	642	628	97.82%	34.08%
Black or African American	14	10	71.43%	20.00%
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.00%	72.97%
Filipino	29	28	96.55%	64.29%
Hispanic or Latino	1011	986	97.53%	25.56%
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	130	93.53%	59.69%
Two or More Races			--	--
Socioeconomically Disadvantaged	995	965	96.98%	24.77%
English Learners	696	680	97.70%	18.24%
Students with Disabilities	189	175	92.59%	3.45%
Students Receiving Migrant Education Services	18	17	94.44%	5.88%
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.

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
ELA/Literacy	52%	52%	65%	65%	48%	50%
Mathematics	29%	31%	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.

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.

Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	2.7%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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
7	18.5%	28.2%	24.4%

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Engagement

State Priority: Parental Involvement

Contact Person: Fernando Ramirez, Rosalena Hefferle, Rosa Felix, and Mariela Castellano

Phone Number: (760) 290-2500

Parents on our School Site Council help give input to the development of the School Site Plan. Parents also join our English Language Learner Advisory Committee, which helps new students and students not yet proficient in English feel welcome at our school. In addition, parents are active classroom volunteers, fundraising volunteers, and School Improvement Council members.

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	2.2%	1.6%	1.9%
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

Dress, behavior, and discipline expectations are clearly outlined in the Academic Planner and enforced in a fair, firm, and consistent manner, promoting a safe and secure environment for every student. At the outset of the school year, students participate in grade level small class discussions with administrators and counselors in which academic and behavior expectations, as well as systems of support, are explained.

If students fail to act responsibly and school rules are violated, consequences include (in order of severity) detention, Saturday School, suspension, expulsion, and interventions with the Sheriff's Office. Consequences depend upon the severity of the offense and/or the frequency with which a student violates school rules. Additionally, students that qualify for alternative disciplinary action, may go before our Peer Restorative Panel (PRP). This panel is comprised of students and teachers, and assigns alternative disciplinary consequences, such as community service hours. Our commitment to student safety and discipline extends beyond punitive consequences, however, as we work with students to educate them on positive choices. Students are able to participate in an on-site alternative learning center (ALC) in which they receive a curricular behavior program in lieu of in or out of school suspension. Additionally, we seek to engage and educate parents to ensure that the negative behavior is not repeated.

School Safety

SB187 Safety Plan

Date the plan was last approved: October 17, 2018

Date the plan was last reviewed with staff: October 31, 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.

Safety is a high priority at San Marcos Middle School. The campus is closed. Students may not leave before school is dismissed without written permission from the office and escorted by a parent/Guardian. Any student who leaves campus during the school day is considered truant and referred to an assistant principal for disciplinary action.

Student conflicts are disruptive to education. Counselors and trained adult mediators at SMMS help resolve disputes positively. Mediations may be requested or required. Students have a high rate of success after mediations, and staff is planning future training for students to implement pro-active means of negotiating potential conflicts.

Our counseling services extend to provide individual and group services related to grief counseling, social-emotional development and coping skills. We work closely with outside agencies, as well, to provide support to families in need.

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 FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	619.5
Psychologist	1.0	
Nurse	0.33	
Speech/Language/Hearing Specialist	1.0	
TOSA Intervention Support Teacher	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 (Secondary)

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.

Subject	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*				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	23.0	22	16	7	25.0	12	17	11	24.0	17	15	10		
Mathematics	15.0	10	1	0	19.0	8	4	1	24.0	11	23	4		
Science	28.0	6	16	10	30.0	4	8	18	29.0	4	12	14		
Social Science	28.0	6	15	11	30.0	4	8	18	28.0	4	15	12		

*Number of classes indicates how many classes fall into each size category (a range of total students per class). 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	\$6,942	\$1,454	\$5,488	\$82,294
District			\$7,664	\$79,218
State			\$7,125	\$80,764
Percent Difference: School/District			(28%)	4%
Percent Difference: School/State			(23%)	2%

- **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
- Vocational Education
- Title II Part A
- Title II Part B Math & Science
- Career Technology Educational Incentive 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 (ES)	\$120,248	\$123,495
Average Principal Salary (MS)	\$127,163	\$129,482
Average Principal Salary (HS)	\$143,974	\$142,414
Superintendent Salary	\$333,971	\$271,429
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%



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.

