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CDS Code
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Grades 6-8

SAN ELIJO MIDDLE SCHOOL

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

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Contents

About This School

School's Mission Statement

At San Elijo Middle School, we have a shared vision that academic ability must be combined with character and integrity to nurture and grow the whole child. Our hard working and dedicated staff are committed to helping students bridge childhood with early adulthood. As each month passes, students grow more independent. Friends may take on an increasing importance in their lives. However, a positive adult role model is still the most vital part of development during this time of maturity. We will create and maintain a safe, effective and caring environment in which the students will acquire these skills.

We incorporate our mission into all facets of life on campus: Complexity, Collaboration, and Character.

1. Complexity *(The Instructional Component)*- Complex thinking is at the heart of what we want for every child. Complexity starts with inquiry, discovery, metacognition, numeracy and literacy, and deepens understanding and problem solving that is needed to be successful in life.

2. Collaboration *(The Interpersonal Component)*- Collaboration is about relationships. We collaborate at dinner, in class, in the workplace, and it is how we function in society. Working together to solve problems, discover new ideas, and build positive relationships through inquisitive interactions also encompasses a skill set that includes how students gain access to and exit from those collaborative conversations.

3. Character *(The Glue)*- Character is how we take care of each other. Doing the correct thing when nobody's watching, doing the right thing instead of the easy thing, and treating people with respect and empathy are fundamentals. We have multiple programs and interventions to help with the social and emotional growth and development that students experience during these formative years, and we provide a connection to school for students who may need a hook other than the academics to give them a sense of belonging.

School Description

San Elijo Middle School became a middle school in 2006-07, after having been a K-8 when it first opened in 2004. We are one of the newest middle schools in a unified district of over 22,000 students. We serve a community located in one of San Diego County's fastest growing areas. We receive students from four elementary schools on the southwestern edge of the San Marcos Unified School District. Our current student population represents a mix of socioeconomic levels from below poverty to extremely high wealth. Our campus of 20 acres is in the midst of the San Elijo Hills neighborhood and adjacent to the expanding downtown retail area. We enjoy a working and growing relationship with the residents and businesses of San Elijo Hills.

The entire SEMS staff is committed to developing SEMS into a school that captures the majority of the concepts of Caught in the Middle and Taking Center Stage. Our master schedule includes grade level and departmental teams for coordination of student issues, and interdisciplinary teaming of instruction. Teachers have common planning time daily before classes begin and a structure for regular collaboration. Also, in 2016-17 we implemented a rotating prep period for teachers during the instructional day.

SCHOOL ACCOUNTABILITY REPORT CARD

Our school is committed to the belief that all students can learn. We feel that creating cohesive and effective departments and grade level teams are the best practices in achieving our goals for students. There is an entrepreneurial spirit at SEMS. Staff members believe that they can make a difference in the lives of the students they touch. Each staff member is supported for their ideas and initiative.

Major Achievements

- San Elijo Middle School has been identified as a California Distinguished School.
- In 2017-2018 we began a program called Where Everybody Belongs (W.E.B.). This program involved current staff and students in meeting and collaborating with incoming 6th grade students to help build relationships and lessen the anxiety students may face with the transition to middle school.
- We are also a Gold Ribbon School for 2015-16.

Focus for Improvement

- Our curriculum is based on the new state's content standards, and our instruction is based on the Essential Elements of Instruction. We are continually refining our focus on literacy with the goal that all our students become improved readers, writers, listeners, and speakers. We believe this is an especially key aspect of student achievement with the California State Standards (previously known as Common Core).
- One of our school's academic goal for 2018-19 is to raise our level of student achievement 5% in the area of English Language Arts, as measured by our CAASPP assessment.
- Another academic goal for 2018-19 is to raise the level of student achievement 5% in the area of Mathematics, as measured by our CAASPP assessment.
- As the focus of teaching and learning returns to the inclusion of all students in each classroom, our focus for the next few years will be the professional learning of the staff in the area of differentiation. We will provide materials, presentations, trainings and other supports to help teachers meet their students at the current level, and provide opportunities for students to display mastery of the content.
- The staff is updated and trained to help students engage in collaborative academic conversations for an average of 50% of their instructional classroom time.
- We will help support the improvement of all students in the area of math, providing intervention programs and supports for all students that include an online math support and intervention program. All students (and their families) will have access to math support both at school and at home.
- Staff will strive to increase parent involvement and communication through the use of the parent portal feature that accompanies the Gradebook feature within our Synergy student information system.

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	639
Grade 7	653
Grade 8	641
Total Enrollment	1,933

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	1.9%
American Indian or Alaska Native	0.2%
Asian	6.2%
Filipino	1.9%
Hispanic or Latino	20.7%
Native Hawaiian or Pacific Islander	0.4%
White	68.8%
Two or More Races	0.0%

Student Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.3%
English Learners	2.9%
Students with Disabilities	11.1%
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	77.3	77.4	75	929.1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

	2016-17	2017-18	2018-19
Misassignments of Teachers of EL	0	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

Language Arts: 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 takes 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 civiliza-tions. Students in grade seven study the social, cultural, and technological changes that oc-curred 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 2018-2019 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 (6th Grade) Course 2 (7th Grade) Course 2 Accelerated Course 3 (8th Grade) Algebra 1	2015 2015 2015 2015 2015	Yes	0
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

SCHOOL ACCOUNTABILITY REPORT CARD

Specialized Services

Gifted and Talented Education: We offer Honors classes at the Middle School that articulate closely with the Honors and AP classes at San Marcos High School. These students are expected to handle the rigor that comes with an Honors class.

Response to Intervention: The RTI Program at SEMS is the way intervention programs are implemented to support at-risk students. These students are at risk for a variety of reason: academic, emotional, social, financial, and behavioral. The program starts with a vision of our school that "every student is important." We need to have positive connections with all of our students in some way. The RTI Program is staff driven, which means all referrals come from teachers, counselors, and administrators. The ultimate goals is to connect the entire team of educators to at-risk students to assist them in their educational path.

Co-Teaching: San Elijo Middle School has implemented a co-teaching philosophy into the master schedule to maximize student support while providing the least restrictive environment for both students with Individualized Education Plans (IEPs) as well as other students who benefit for having an additional teacher in the class to help facilitate and differentiate the instruction. We have also provided a common prep period for the co-teaching teams to collaborate, and support the co-teaching teams in a variety of ways.

Special Education: Students with special needs receive the support services they require from a special education teacher, a speech therapist, one full-time and one part-time psychologist, and/or classroom aides. We have a Response To Intervention (RTI) team, which consists of teachers, a special education teacher, a psychologist, and an administrator. 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 interrupts learning.

School Facilities

School Facility Conditions and Planned Improvements

San Elijo Middle School was opened August of 2004. Our school has a combination of permanent and portable buildings. Classrooms have adequate desks and lighting. In 2015-16 we added five portable classrooms to ease our growth. We anticipate these being in place for several years, even as a new K-8 school opened in 2017-18 to help relieve some of our student congestion.

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 17, 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.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical			X	Several rooms lights out. One room broken outlet cover. One room broken light diffuser. One room missing outlet cover.
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			More than one room doors need adjustment.

Overall Rating	Exemplary	Good	Fair	Poor
		96%		

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
ELA/Literacy	75%	80%	65%	65%	48%	50%
Mathematics	60%	67%	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 6-8 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1921	1899	98.85%	79.94%
Male	952	936	98.32%	74.25%
Female	969	963	99.38%	85.46%
Black or African American	33	32	96.97%	71.88%
American Indian or Alaska Native	--	--	--	--
Asian	118	117	99.15%	89.74%
Filipino	35	34	97.14%	91.18%
Hispanic or Latino	399	395	99.00%	59.75%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1319	1304	98.86%	85.20%
Two or More Races			--	--
Socioeconomically Disadvantaged	424	420	99.06%	62.38%
English Learners	158	154	97.47%	47.40%
Students with Disabilities	194	188	96.91%	37.23%
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.

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Assessment Results– Results in Mathematics by Student Groups, Grades 6-8 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1923	1896	98.60%	67.30%
Male	953	933	97.90%	65.27%
Female	970	963	99.28%	69.26%
Black or African American	33	32	96.97%	62.50%
American Indian or Alaska Native	--	--	--	--
Asian	118	117	99.15%	84.62%
Filipino	35	34	97.14%	79.41%
Hispanic or Latino	399	394	98.75%	42.39%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1321	1302	98.56%	73.04%
Two or More Races			--	--
Socioeconomically Disadvantaged	424	420	99.06%	48.10%
English Learners	158	154	97.47%	33.77%
Students with Disabilities	196	185	94.39%	18.92%
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
7	13.2%	21.9%	49.5%

Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	10.3%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	—

Engagement

State Priority: Parental Involvement

Contact Person: Dr. Gary R. DeBora, Principal
Phone Number: (760) 290-2803

Our PTO, School Site Council, and the English Language Advisory Council (ELAC) are all very active groups of parents and staff, who work diligently to support and guide the school. New members are always needed. All teachers' welcome volunteers for field trips and special projects. We feel strongly that parental involvement is the key to individual student and school success and encourage parents to take an active role in our school. We are proud of both the number and commitment of our parent volunteers. They are an integral part of our SEMS team.

SCHOOL ACCOUNTABILITY REPORT CARD

State Priority: School Climate

Attendance

The truancy rate for students is defined by the State of California is any student with three unexcused absences, and based on those guidelines the truancy rate for San Elijo Middle School was 3.9% during 2017-18.

Discipline

Respect, safety, and responsibility are keys to providing a supportive, positive, and safe learning environment. The school has a discipline plan that is reviewed annually by the School Site Council and updated in the School's Single Plan for Student Achievement. The school discipline plan encourages positive student behaviors through the Restorative Practices Philosophy. Privileges and consequences are clear and formally communicated to students and parents on an annual basis and informally throughout the school year. A coordinated network of academic and support services is provided to meet the needs including on-site counseling services. Our school-wide Escort system allows a student to understand the poor behavior choice made in a classroom and to get the student back into the classroom to learn if the situation permits it.

The District is committed to the prevention of harmful behaviors, and maintains a discipline policy to address violations of the California Education Code. There is an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation. This policy is strictly enforced. Students are supervised while on campus before, during, and after school. All visitors to the campus must sign in and be properly identified before entering the campus.

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	1.0%	1.6%	1.0%
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%

School Safety

SB187 Safety Plan

Date the plan was last updated: 10/4/18
Date the plan was last reviewed with staff: 10/17/18

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

Our two full-time campus supervisors and five ½ time campus supervisors monitor the school grounds 30 minutes before the start of school. Additionally, the school has Noon Time Supervisors (NTS), who team with administrators at lunch to assist with supervision. We also hold quarterly fire drills and lockdown drills, yearly earthquake and disaster drills for all students and staff.

Our teachers hold classroom meetings to discuss adolescent issues as needed. The assistant principals and counselors conduct their beginning-of-the-year Responsibility Assembly to ensure that all students understand the administration's expectations and hold a motivational assembly 2nd semester as well. The SEMS staff has been trained in assertive discipline - a system of rewards and consequences. We continue to implement PBIS into our discipline policy. Our administrators and campus supervisors help implement the Escort System, which helps diffuse poor choices resulting in bad or unsafe behavior.

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	3.0	644.33
Psychologist	2.0	
Nurse	0.33	
Speech/Language/ Hearing Specialist	2.0	

* 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.

SCHOOL ACCOUNTABILITY REPORT CARD

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				2016-17				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	30.0	6	12	24	31.0	7	6	30	31.0	6	10	26
Mathematics	11.0	10	0	0	27.0	8	3	8	33.0	3	10	26
Science	32.0	2	11	25	33.0	3	7	31	34.0	0	8	30
Social Science	32.0	1	14	23	33.0	4	9	28	34.0	0	9	29

*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)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$6,094	$1,090	$5,004	$78,825
District			$7,664	$79,218
State			$7,125	$80,764
Percent Difference: School/District			(35%)	0.5%
Percent Difference: School/State			(30%)	(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
- Vocational Education
- Title II Part A
- Title II Part B Math & Science
- Career Technical Education Incentive Grant
- Patterson School Library Grant
- CSEA Check 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 (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%

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.