

San Marcos Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	San Marcos Elementary School
Street	1 Tiger Way
City, State, Zip	San Marcos, CA 92069-2703
Phone Number	(760) 290-2430
Principal	Silvia Ventura-Jacobsen
Email Address	silvia.jacobsen@smusd.org
School Website	https://sanmarcoselementary.smusd.org/
County-District-School (CDS) Code	37737916039085

2022-23 District Contact Information

District Name	San Marcos Unified School District
Phone Number	(760) 752-1299
Superintendent	Dr. Andy Johnsen
Email Address	Andy.Johnsen@smusd.org
District Website Address	www.smusd.org

2022-23 School Overview

School's Mission Statement

Every student at San Marcos Elementary will meet or exceed grade-level standards in language arts and math. All students will receive high quality, differentiated, culturally responsive core academic instruction. We are committed to teaching a guaranteed and viable curriculum such that all of our students have the opportunity to learn the same content as students throughout the district.

Principal's Message

It is our mission to provide access and equity for all students and to challenge and engage students. We strive to ensure every student is meeting or exceeding grade-level expectations.

Key Action Steps:

- Assets based mindsets for students and adults
- Engaging and challenging instruction for all students
- Guaranteed and viable curriculum
- Student centered classrooms
- Teacher focused Professional Development
- Safe, supportive and collaborative culture
- Instruction driven by student data

Major Achievements:

- In the fall of 2022, we reclassified 22 students to Fluent English Proficient (RFEP) status.
- All teachers trained in Project GLAD.
- All primary teachers trained in Orton-Gilligham methods.
- Intervention team provides academic support for students below grade level in reading and math.
- Safety upgrades to the campus.
- Recipients of the state's Community Schools Grant.

Focus for Improvement

- We will provide thorough tier one instruction to ensure all our students meet and exceed grade level standards in language arts and math.

2022-23 School Overview

- We will identify students based on language proficiency and provide 30 minutes of daily designated ELD instruction to support the language needs of our students.
- We will provide timely assessments to monitor student progress to ensure mastery of grade level standards and use the data to guide future instruction.
- Students will be provided with academic and behavioral interventions as needed

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	94
Grade 2	85
Grade 3	114
Grade 4	121
Grade 5	123
Total Enrollment	622

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	1.0
Filipino	0.3
Hispanic or Latino	96.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	1.3
English Learners	61.6
Foster Youth	0.0
Homeless	1.8
Migrant	0.2
Socioeconomically Disadvantaged	82.6
Students with Disabilities	13.0

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	96.55	702.00	86.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.45	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	29.00	100.00	808.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Reading Writing Listening and Speaking

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.

English Language Development (ELD)

Emergent bilinguals engage in daily ELD lessons that provide challenging English language development skills to gain English language proficiency. (ELD CCSS)

ELA/ELD Supplemental Instructional Materials

Benchmark Steps to Advance

iReady Reading Path

Benchmark E-Books, Charts, Videos

myOn Digital Reading Library

Guided Language Acquisition Design (GLAD)

Lexia English

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

iReady Math Path

iReady Digital Teacher Toolbox

K-5 Math iReady workbook, Curriculum Associates

Science:

Integration of NGSS grade-level standards is integrated in the Benchmark Advance ELA-ELD core curriculum and Mystery Science..

Social Studies:

Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

Year and month in which the data were collected

10/29/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Benchmark Advance, adopted in 2016	Yes	0%
	TK- Benchmark Ready to Advance, adopted in 2017		
Mathematics	Ready Classroom Mathematics, adopted in 2020	Yes	0%
	iReady		
Science	Integrated in Benchmark Advance Units, adopted in 2016	Yes	0%
	Mystery Science, adopted in 2020		
History-Social Science	Integrated in Benchmark Advance Units, adopted in 2016	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

San Marcos Elementary School opened its new school facility in August 2010. Currently, our school includes two, two-story buildings and one one-story building. The main building, on the first floor, is where our library, multi-purpose room, kitchen, main offices, kindergarten and first grades are located. On the second story houses our 3rd-5th-grade classrooms. Our second building houses kindergarten and pre-school on the bottom story and 2nd grade on the second story.

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. Heightened cleaning procedures and measures have been instituted during the COVID-19 pandemic.

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.

Year and month of the most recent FIT report

10/13/2020 - 10/14/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	32	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	46	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	356	99.44	0.56	32.02
Female	181	179	98.90	1.10	35.75
Male	177	177	100.00	0.00	28.25
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	349	347	99.43	0.57	31.99
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	203	201	99.01	0.99	14.43
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	281	280	99.64	0.36	31.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	45	100.00	0.00	6.67

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	356	99.44	0.56	23.66
Female	181	179	98.90	1.10	20.11
Male	177	177	100.00	0.00	27.27
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	349	347	99.43	0.57	23.99
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	203	201	99.01	0.99	13.43
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	281	280	99.64	0.36	24.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	45	100.00	0.00	8.89

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	21.14	--	39.3	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	123	99.19	0.81	21.14
Female	64	63	98.44	1.56	19.05
Male	60	60	100	0	23.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	118	117	99.15	0.85	21.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	53	52	98.11	1.89	1.92
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	96	100	0	19.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100	0	4.76

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88.71%	86.29%	95.16%	89.52%	80.65%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Our goal is to engage parents to become partners in their child's education. Parent engagement includes timely communication regarding their child's academic progress, information regarding our school's programs and how we can work together to accomplish our goals. Parents are invited to participate in the Parent Teacher Organization, School Site Council and English Learner Advisory Committee.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	657	649	299	46.1
Female	312	309	145	46.9
Male	345	340	154	45.3
American Indian or Alaska Native	2	2	0	0.0
Asian	2	2	0	0.0
Black or African American	4	4	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	633	626	290	46.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7
White	11	10	6	60.0
English Learners	413	409	180	44.0
Foster Youth	2	2	2	100.0
Homeless	18	18	11	61.1
Socioeconomically Disadvantaged	551	546	253	46.3
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	91	90	49	54.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.74	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.15	1.85	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The 2022-2023 Comprehensive School Safety Plan was written by the school administration and approved by the San Marcos Elementary School Site Council in December of 2022.. It was developed and designed to be a working document and to ensure policies and procedures are in place and followed appropriately. Local law enforcement and city officials are regularly consulted to assist the administration in designing safety, disaster and behavior plans. These policies are in place at San Marcos Elementary in order to create an environment where children feel safe and secure and have the ability to learn every day.

Three essential components were addressed when writing the plan:

Assuring a Safe and Physical environment

Characteristics of Students and Staff

School Culture

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	6		
1	23		6	
2	24		5	
3	24		5	
4	28		4	
5	27		4	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	5	
1	26		4	
2	29	1	3	2
3	27		6	
4	27		4	
5	28		4	
6				
Other	36			1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5		
1	24		4	
2	22		4	
3	23		5	
4	28		4	
5	28		4	
6				
Other	24		1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	622

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	4.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8811	1971	6840	71783
District	N/A	N/A	8305	\$86,950
Percent Difference - School Site and District	N/A	N/A	-23.3	-12.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	3.7	-15.6

2021-22 Types of Services Funded

Extended Learning Opportunities Program
 Gifted and Talented Education (GATE)
 LCAP Supplemental
 Title I
 ASES-After School Program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,129	\$51,081
Mid-Range Teacher Salary	\$86,253	\$77,514
Highest Teacher Salary	\$109,036	\$105,764
Average Principal Salary (Elementary)	\$137,535	\$133,421
Average Principal Salary (Middle)	\$142,627	\$138,594
Average Principal Salary (High)	\$164,381	\$153,392
Superintendent Salary	\$250,000	\$298,377
Percent of Budget for Teacher Salaries	37%	32%
Percent of Budget for 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 as the National Institute of School Leadership (NISL).

Our elementary level focused professional learning on Orton Gillingham, Ready Mathematics, Professional Learning Communities, Gifted and Talented Education (GATE) Certification, Project GLAD and Synergy. Professional learning was grounded in meeting the academic and social emotional needs of students post pandemic. Ongoing training and PLC cycles supported learning recovery interventions in the classrooms and extended learning groups. A refocus on ongoing formative assessments and data driven discussions allowed for teachers to provide students with prescriptive academic and social emotional interventions and enrichment opportunities. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	30	35	