Joli Ann Leichtag Elementary

653 Poinsettia Avenue • Vista, CA 92081 • (760) 290-2888 • Grades K-5
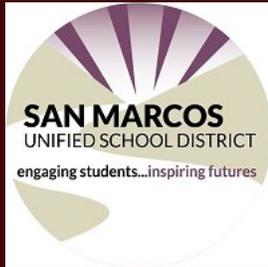**Andrea Holmes, Principal**
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

San Marcos Unified School District
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District Governing Board

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Superintendent
Superintendent

Tiffany Campbell
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Instructional Services**

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Michael Taylor
**Assistant Superintendent
Business Services**

School Description

"The Joli Ann community believes all students will excel academically through perseverance, critical thinking, problem solving, and a love of learning. All students will be empowered to lead with empathy as contributing members of their world." Our mission reflects our beliefs that it is our responsibility to teach a rigorous and relevant curriculum to all students, while instilling in students habits that lead to a successful life. Working together as a professional learning community, we provide all students with the tools necessary to meet the intellectual, social, emotional and physical challenges of the twenty-first century. We ensure equitable access to learning so that all children reach their true potential. Additionally we strive to support in our students in a desire to learn and work hard, to think creatively and critically, and to believe that they will be successful in their future years of schooling in their chosen careers.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	118
Grade 2	97
Grade 3	128
Grade 4	127
Grade 5	97
Total Enrollment	681

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
Asian	1.8
Filipino	1.2
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.9
White	12.9
Two or More Races	4.6
Socioeconomically Disadvantaged	50.7
English Learners	45.7
Students with Disabilities	9
Foster Youth	0.3
Homeless	0.4

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

Teacher Credentials for Joli Ann Leichtag	18-19	19-20	20-21
With Full Credential	35	35	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	18-19	19-20	20-21
With Full Credential	♦	♦	929
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Joli Ann Leichtag Elementary

Indicator	18-19	19-20	20-21
Teachers of English Learners	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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)

English Learner students engage in daily ELD lessons. These lessons provide EL's challenging English language development to gain proficiency in a range of rigorous academic skills.   ELD CCSS

ELA/ELD Supplemental Instructional Materials

K-5 Benchmark Universe, Benchmark Steps to Advance digital library, E-Books, ePocket Chart, Videos, iReady Learning/Reading
Rosetta Stone

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
- Ready Mathematics Classroom iReady/ Math Learning
- K-5 Math Investigations Kit, 2012 Pearson
- K-5 Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers
- K-5 Teaching Student Centered Math Teacher
- K-5 Math Journals
- K-5 Math iReady workbook, Curriculum Associates
- Math San Francisco Unified School District (online)
- Dream Box personalized digital program (TK)

Science:

The district has adopted the Scott Foresman California Science program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. Integration of NGSS grade level standards occur through Benchmark Advance ELA-ELD core curriculum, Mystery Science and Virtual STEAM Innovation . District is in the building awareness phase of NGSS Standards.

Social Studies:

The district has adopted California Reflections published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation. Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

Textbooks and Instructional Materials
Year and month in which data were collected: 11/01/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 Benchmark Advance, adopted in 2016 TK- Benchmark Ready to Advance, adopted in 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Ready Classroom Mathematics, adopted in 2020 iReady SFUSD Math TK Units, adopted in 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Benchmark Advance, adopted in 2016 Virtual STEAM and Innovation, adopted in 2020 Scott Foresman Science, adopted in 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Harcourt California, adopted in 2007 Reflections Benchmark Advance, adopted in 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	See above, adopted in 2013-2020

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)
School Facility Conditions and Planned Improvements
Our school includes eight buildings, of which eight are portables. Together they accommodate approximately 800 people. Joli Ann Leichtag Elementary has 36 classrooms, a multi-purpose room, a library and an administration building. JALE opened its beautiful, well supplied, high-tech facility on September 1, 2008. Each classroom is equipped with a projection system, devices for every student, a document camera and access to the Internet. All classrooms in grades 1-5 have SMART boards. Our office, library, and multi-purpose room effectively support our programs. Joli Ann Leichtag Elementary provides student places to grow and learn, in and out of the classroom. We have a large playing field, two climbing structures, tetherball courts, handball courts, four-square courts, hopscotch and basketball courts. Our upper and lower blacktop areas provide students with opportunities to exercise and play cooperatively.

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 (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/01/2020 - 10/01/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Girls RR 400: 3: (D) Sewer odor present
Interior: Interior Surfaces	Fair	Comm Room: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage 15: (D) Loose or sticky door locks and latches Conference : 4: (D) Plaster or paint is damaged

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		(D) Ceilings have damage from cracks, tears, holes, or water damage Library: 4: (D) Ceiling tiles are stained Lounge: 4: (D) Ceiling tiles are stained Office 321: 4: (D) Ceiling tiles are stained 6: (D) Evidence of ants Room 203: 4: (D) Walls have damage from cracks, tears, holes or water damage 6: (D) Evidence of ants 15: (D) Loose or sticky door locks and latches Room 305: 4: (D) Ceiling tiles are stained Room 307: 4: (D) Ceiling tiles are stained Room 316: 4: (D) Ceiling tiles are stained Room 402: 4: (D) Walls have damage from cracks, tears, holes or water damage Room 404: 4: (D) Ceiling tiles are stained Room 413 teacher prep: 4: (D) Ceiling tiles missing, damaged or loose Room 414 teacher prep: 4: (D) Ceiling tiles missing, damaged or loose 15: (D) Loose or sticky door locks and latches Room 700: 4: (D) Ceiling tiles are stained (D) Ceilings have damage from cracks, tears, holes, or water damage Room 701: 4: (D) Ceiling tiles missing, damaged or loose Room 702: 4: (D) Ceiling tiles missing, damaged or loose Room 703: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Room 704: 4: (D) Ceiling tiles missing, damaged or loose Work Room 315: 4: (D) Ceiling tiles missing, damaged or loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Office 321: 4: (D) Ceiling tiles are stained 6: (D) Evidence of ants Room 203: 4: (D) Walls have damage from cracks, tears, holes or water damage 6: (D) Evidence of ants

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		15: (D) Loose or sticky door locks and latches Work Room 313: 6: (D) Evidence of ants 15: (D) Loose or sticky door locks and latches
Electrical: Electrical	Good	Work Room 210: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Playground 2: 9: (D) Water leak- Inform site guide during the inspection Staff RR Unisex 400: 8: (D) Toilet/urinal/sink is not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Comm Room: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage 15: (D) Loose or sticky door locks and latches Playground 4: 14: (D) Significant cracks, trip hazards, holes or deterioration Playing Field 1: 14: (D) Significant cracks, trip hazards, holes or deterioration Room 203: 4: (D) Walls have damage from cracks, tears, holes or water damage 6: (D) Evidence of ants 15: (D) Loose or sticky door locks and latches Room 204: 15: (D) Loose or sticky door locks and latches Room 414 teacher prep: 4: (D) Ceiling tiles missing, damaged or loose 15: (D) Loose or sticky door locks and latches Work Room 313: 6: (D) Evidence of ants 15: (D) Loose or sticky door locks and latches
Overall Rating	**Good**	

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, 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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	67	N/A	50	N/A
Math	53	N/A	52	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	31	N/A	42	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded[1]
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parents are a vital component of our educational program. Parent members serve on our School Site Council, which approves our annual School Plan for Student Achievement. Parents provide regular classroom volunteer assistance and help with field trips. Our Parent-Teacher-Organization (PTO) supports fundraising, sponsors student assemblies and activities, and provides assistance during school events. Parents also serve on the English Learner Advisory council (ELAC), which advises the principal regarding matters concerning students learning English. Additionally, monthly coffee chats with the principals are held on topics of interest to parents to better keep them and supported in the educational process. Finally, family nights on character mathematics are held periodically and provide an interactive experience for the entire family.

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.

School Safety Plan (School Year 2020-2021)
The Comprehensive School Safety 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. Our School Safety Plan was reviewed and approved by our School Site Council on October 8, 2019. A copy of the plan is available for inspection by the public at each school.

Student safety is a primary concern at our school. Working with a traffic safety engineer hired by our district,we have streamlined our student drop-off and pick-up areas and modified traffic flow on streets near the school. A new stop sign was installed at the entrance to our parking lot, and new safety signs have been supplied by the district. Two supervisors and administration assist with drop off each morning, and four staff members and administration help in the parking lot at dismissal each day. Crossing guards at busy intersections near school help children cross safely every morning and afternoon. Teachers and playground supervisors monitor students outside the classrooms. Staff monitors the playgrounds before school and during recesses. We also hold monthly drills including fire, disaster, earthquake, and intruder alerts.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	1.8	1.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	1.1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	9.7

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	6	1		22	1	5	5	23			
1	26		5		22		5		24		5	
2	23		6		26		5		23		1	4
3	27		4		22		6		21	1	5	
4	30		5		30		3		28		4	
5	29		4		31		5		27		3	
Other**									30		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	44	35	

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.

Our elementary level focused professional learning on the continued implementation of state academic standards in English language Arts (ELA), English language development (ELD) and mathematics. Our district ELA/ELD leadership team received training in Tier I literacy and ELD grounded in formative, summative assessments, and differentiated instruction. Our teachers have received training in our new math core curriculum Read Classroom Mathematics/iReady Teacher grade level leaders received support to deepen their understanding of effective Professional Learning Communities (PLC).

Various means of professional learning were offered: face-to-face workshops during the regular work day, during school breaks, after school as well as online sessions available for staff. Principals and ELA/ELD and math teacher leaders provided staff development during regularly scheduled staff meeting 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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,853	$50,029
Mid-Range Teacher Salary	$81,703	$77,680
Highest Teacher Salary	$103,282	$102,143
Average Principal Salary (ES)	$130,413	$128,526
Average Principal Salary (MS)	$134,412	$133,574
Average Principal Salary (HS)	$152,000	$147,006
Superintendent Salary	$245,000	$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	4.0	5.0

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8342	1524	6818	77561
District	N/A	N/A	8002	$80,122
State	N/A	N/A	$7,750	$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-18.1	1.5
School Site/ State	-15.0	-2.1

Note: Cells with N/A values do not require data.

Types of Services Funded

- Gifted and Talented Education (GATE)
- LCAP Supplemental
- Credential Music Teacher
- Title I
- ASES-After School Program

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.