

Double Peak School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

| | |
|--|---|
| School Name | Double Peak School |
| Street | 111 San Elijo Rd |
| City, State, Zip | San Marcos |
| Phone Number | (760) 290-2340 |
| Principal | Erica Obrist |
| Email Address | erica.obrist@smusd.org |
| School Website | https://doublepeakschool.smusd.org/ |
| County-District-School (CDS) Code | 37737910131433 |

2021-22 District Contact Information

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

2021-22 School Overview

Double Peak School is committed to its Vision and Core Values.

Vision -

A dynamic learning community empowering the hearts and minds.

Core Values -

Developing integrity, empathy, and determination in the visionary leaders of tomorrow. (Character)

Providing meaningful and purposeful instruction, which supports academic achievement and inspires curiosity, critical thinking, and innovation. (Curriculum/Instruction/Achievement)

Providing a safe, nurturing environment that fosters respectful peer relationships and embraces a culture of leadership. (Culture)

Principal's Message:

At Double Peak the students, families, and staff all take part in a very exciting, thought-provoking, and engaging experience. The endless possibilities of a K-8 environment provide what education can and must look like for the future. Innovation and collaboration are the driving force in designing and developing a true K-8 experience. Our unique learning opportunities in music, innovation and the arts provide all students with an engaging and rigorous school experience. It is an exciting time in education and DPS is at the forefront of many new ideas, programs, and experiences. "The Leader in Me" program is at the core of our beliefs. Students and staff are expected to conduct themselves with the seven habits in mind. The Leadership Team meets regularly to ensure students' safety, emotional, and academic needs at each grade level are addressed and that the school climate is one of shared leadership.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 95 |
| Grade 1 | 102 |
| Grade 2 | 127 |
| Grade 3 | 125 |
| Grade 4 | 144 |
| Grade 5 | 132 |
| Grade 6 | 149 |
| Grade 7 | 144 |
| Grade 8 | 165 |
| Total Enrollment | 1,183 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 2.8 |
| Asian | 9 |
| Filipino | 2.6 |
| Hispanic or Latino | 20.5 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 8.8 |
| White | 56 |
| English Learners | 5.2 |
| Homeless | 0.1 |
| Socioeconomically Disadvantaged | 14.1 |
| Students with Disabilities | 11.9 |

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

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

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) | 47.6 | 92.7 | 702.0 | 86.8 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 1.4 | 0.2 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.7 | 5.4 | 90.6 | 11.2 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.0 | 1.9 | 14.6 | 1.8 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 0.0 | 0.0 | 18854.3 | 6.9 |
| Total Teaching Positions | 51.3 | 100.0 | 808.8 | 100.0 | 274759.1 | 100.0 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 2.7 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 2.7 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 1.0 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.3 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.9 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Reading and Writing: Language Arts classes embody a rich blend of literature and informational text in which students are challenged to build their reading, writing, listening and speaking skills. The curriculum is based on the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, and Technical Subjects (2010) that outlines a progression of expectations for what students should know and can do. Instruction guides students in comprehending text to determine central ideas and arguments, as well as uncovering the craft and structure within text. Students collaborate and share their ideas in conversation and through writing. As students' experience texts of increasing complexity, they build their capacity for college and career readiness.

Math: Students experience mathematics linked across grade levels and aligned to the State's content standards and framework finalized in 2013. Students develop foundational conceptual understanding along with procedural skills and fluency as they apply mathematics to solve real world inspired problems. Mathematics 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 has transitioned to the Next Generation Science Standards for California Public Schools adopted in September 2013, and continues to incorporate the California Common Core State Standards in Literacy for Sciences that focus heavily on aspects of reading, writing and research. SMUSD has adopted the preferred integrated model for grades six through eight, using a phenomena-based approach to instruction. In grade six guiding concept from the California Science Framework is "systems within organisms and between them are adapted to Earth's climate systems." Students focus on the interaction between living systems and their physical environment and use physical science to explain processes within each of these systems. The guiding concept in grade seven builds on students' understanding of systems from grade six: "Natural processes and human activities cause energy to flow and matter to cycle through Earth's systems." Students track the cycling of matter and energy in chemical systems, food webs, the water cycle, and the rock cycle. Near the end of the year, students examine how human activities alter these systems. Integrated grade eight builds on the ideas of stability and change introduced at the end of grade seven with the guiding concept: "The processes that change Earth's systems at different spatial scales today also caused changes in the past." Students explain different episodes of mass extinction and species diversification during the first three instructional segments and then move to present-day changes at the end of the year. The course begins with students analyzing data about the diversity of species over the last 500 million years, which reveals evidence of several mass extinction events

Social Studies: Students build their understanding of the human story through historical analysis, a focus on geography and historical interpretation. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. SMUSD teachers are incorporating the California History Social Studies Framework adopted in 2016 and the California Common Core State Standards in Literacy for History/Social Sciences that focus heavily on aspects of reading, writing and research.

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 | Springboard, adopted in 2017 English Language Development - Springboard, adopted in 2017 | Yes | 0% |
| Mathematics | Big Ideas MATH: Course 1 (6th Grade), adopted in 2015 Course 2 (7th Grade), adopted in 2015 Course 2 Accelerated, adopted in 2015 Course 3 (8th Grade), adopted in 2015 Algebra 1, adopted in 2015 | Yes | 0% |

| | | | |
|---|--|-----|----|
| | | | |
| Science | Focus on Earth, Physical, and Life Science , adopted in 2008 | Yes | 0% |
| History-Social Science | InWorld History & US History, adopted in 2020 | Yes | 0% |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Double Peak School was built in 2016. It is in good condition and supports a K-8 learning environment.

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.

Year and month of the most recent FIT report

10/11/2021

| 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 | | | A 112 Girls Locker Room: 4: (D) Ceiling tiles missing, damaged or loose C 203 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing E 134 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | C 203 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing D 111 (Classroom): |

School Facility Conditions and Planned Improvements

| | | | | |
|--|---|--|--|--|
| | | | | <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>D 112 (Office):</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>E 118 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>E 139 workroom:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>E 204 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>E 207 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Hallway:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | X | | | <p>Girls restrooms by IDF :</p> <p>9: (D) Sink/fountain is not working</p> |
| <p>Safety: Fire Safety, Hazardous Materials</p> | X | | | |
| <p>Structural: Structural Damage, Roofs</p> | X | | | |
| <p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p> | X | | | <p>D 210 (Lab Classroom):</p> <p>15: (D) Locks and other security hardware are not functioning properly</p> <p>Girl restrooms outside by lockers :</p> <p>15: (D) Doors are broken, damaged, or missing</p> |

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 865 | NT | NT | NT | NT |
| Female | 438 | NT | NT | NT | NT |
| Male | 425 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 82 | NT | NT | NT | NT |
| Black or African American | 21 | NT | NT | NT | NT |
| Filipino | 21 | NT | NT | NT | NT |
| Hispanic or Latino | 188 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 68 | NT | NT | NT | NT |
| White | 478 | NT | NT | NT | NT |
| English Learners | 45 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 97 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 117 | NT | NT | NT | NT |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 865 | NT | NT | NT | NT |
| Female | 438 | NT | NT | NT | NT |
| Male | 425 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 82 | NT | NT | NT | NT |
| Black or African American | 21 | NT | NT | NT | NT |
| Filipino | 21 | NT | NT | NT | NT |
| Hispanic or Latino | 188 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 68 | NT | NT | NT | NT |
| White | 478 | NT | NT | NT | NT |
| English Learners | 45 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 97 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 117 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|----------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 859 | 819 | 95% | 5% | 72% |
| Female | 432 | 412 | 95% | 5% | 75% |
| Male | 426 | 406 | 95% | 5% | 70% |
| American Indian or Alaska Native | 24 | 24 | 100% | 0% | 58% |
| Asian | 79 | 76 | 96% | 4% | 79% |

| | | | | | |
|--|-----|-----|------|-----|------|
| Filipino | 21 | 20 | 95% | 5% | 85% |
| Hispanic or Latino | 188 | 177 | 94% | 6% | 57% |
| Native Hawaiian or Pacific Islander | 2 | 2 | 100% | 0% | 100% |
| Two or More Races | 65 | 64 | 98% | 2% | 84% |
| White | 480 | 456 | 95% | 5% | 76% |
| English Learners | 45 | 40 | 89% | 11% | 33% |
| Homeless | 1 | 1 | 100% | 0% | 100% |
| Socioeconomically Disadvantaged | 120 | 110 | 92% | 8% | 50% |
| Students Receiving Migrant Education Services | 1 | 1 | 100% | 0% | 0% |
| Students with Disabilities | 106 | 96 | 91% | 9% | 34% |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---|
| All Students | 859 | 807 | 94% | 6% | 62% |
| Female | 432 | 403 | 93% | 7% | 61% |
| Male | 426 | 403 | 95% | 5% | 64% |
| American Indian or Alaska Native | 24 | 23 | 96% | 4% | 48% |
| Asian | 79 | 74 | 94% | 6% | 82% |
| Filipino | 21 | 21 | 100% | 0% | 81% |
| Hispanic or Latino | 188 | 178 | 95% | 5% | 44% |
| Native Hawaiian or Pacific Islander | 2 | 2 | 100% | 0% | 100% |
| Two or More Races | 65 | 64 | 98% | 2% | 72% |
| White | 480 | 445 | 93% | 7% | 64% |
| English Learners | 45 | 41 | 91% | 9% | 32% |
| Homeless | 1 | 1 | 100% | 0% | 0% |
| Socioeconomically Disadvantaged | 120 | 112 | 93% | 7% | 40% |
| Students Receiving Migrant Education Services | 1 | 1 | 100% | 0% | 0% |
| Students with Disabilities | 106 | 95 | 90% | 10% | 26% |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | -- | N/A | 28.72 |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 298 | NT | NT | NT | NT |
| Female | 146 | NT | NT | | |
| Male | 151 | NT | NT | | |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 27 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 68 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 21 | NT | NT | NT | NT |
| White | 163 | NT | NT | NT | NT |
| English Learners | 14 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 38 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 40 | NT | NT | NT | NT |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 Opportunities for Parental Involvement

Our PTO, School Site Council, and the English Language Advisory Council are all active groups of parents and staff, who work diligently to support and guide the school. New members are always welcomed. While this school year poses unique challenges for welcoming volunteers, adults complying with county protocols are invited to work indoors with students. All teachers typically welcome volunteers, especially for field trips, special projects, and weekly classroom support. We believe strongly that parental involvement is the key to an individual student and school success. We encourage parents to take an active role in our school, and we are proud of both the number and commitment of our parent volunteers. Every day parents actively participate at Double Peak School by volunteering in classrooms, working with students in the Makerspace and Innovation Lab or volunteering after hours for various PTO or Music events. This year we are able to offer opportunities both virtually and in-person for parent education and school collaboration.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1273 | 1242 | 55 | 4.4 |
| Female | 618 | 607 | 25 | 4.1 |
| Male | 653 | 633 | 30 | 4.7 |
| American Indian or Alaska Native | 9 | 8 | 0 | 0.0 |
| Asian | 119 | 119 | 5 | 4.2 |
| Black or African American | 27 | 27 | 2 | 7.4 |
| Filipino | 34 | 34 | 0 | 0.0 |
| Hispanic or Latino | 275 | 265 | 28 | 10.6 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0.0 |
| Two or More Races | 112 | 107 | 1 | 0.9 |
| White | 693 | 678 | 19 | 2.8 |
| English Learners | 74 | 74 | 17 | 23.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 1 | 1 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 196 | 193 | 38 | 19.7 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 169 | 166 | 18 | 10.8 |

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 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 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.67 | 0.08 | 1.50 | 0.15 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.07 | 0.74 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.08 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.15 | 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 | 0.14 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

2021-22 School Safety Plan

Date the plan was last approved and reviewed: 9/21/2021

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) lockdown procedures.

A copy of the plan is available for inspection by the public at each school.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 2 | 5 | |
| 1 | 23 | | 6 | |
| 2 | 27 | | 5 | |
| 3 | 24 | | 6 | |
| 4 | 31 | | 5 | |
| 5 | 22 | 2 | 5 | |
| 6 | 35 | 1 | 8 | 25 |

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 | 21 | 2 | 4 | |
| 1 | 26 | | 5 | |
| 2 | 23 | | 5 | |
| 3 | 25 | | 6 | |
| 4 | 30 | | 5 | |
| 5 | 31 | | 5 | |
| 6 | 30 | 2 | 22 | 10 |
| Other | 15 | 3 | 1 | |

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 | 21 | 2 | 3 | |
| 1 | 23 | 1 | 4 | |
| 2 | 26 | | 5 | |
| 3 | 27 | | 5 | |
| 4 | 31 | | 5 | |
| 5 | 37 | | | 4 |
| 6 | 45 | 9 | 1 | 11 |
| Other | 19 | 1 | | |

2020-21 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 | 1183 |

2020-21 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 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 1 |
| Speech/Language/Hearing Specialist | 2.5 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | 7850 | 1568 | 6282 | 80751 |
| District | N/A | N/A | 8305 | \$84,108 |
| Percent Difference - School Site and District | N/A | N/A | -27.1 | 1.8 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | -29.4 | -1.8 |

2020-21 Types of Services Funded

Gifted and Talented Education (GATE)
 LCAP Supplemental
 Credential Music Teacher
 Extended Learning Opportunity Grant funds:
 ELA Intervention Teacher
 Math Intervention Teacher
 Part-time School Counselor
 Before/ After School Learning Opportunities

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$42,283 | \$52,562 |
| Mid-Range Teacher Salary | \$84,562 | \$83,575 |
| Highest Teacher Salary | \$106,898 | \$104,166 |
| Average Principal Salary (Elementary) | \$133,678 | \$131,875 |
| Average Principal Salary (Middle) | \$139,760 | \$137,852 |
| Average Principal Salary (High) | \$149,585 | \$150,626 |
| Superintendent Salary | \$255,475 | \$260,243 |
| Percent of Budget for Teacher Salaries | 36% | 34% |
| Percent of Budget for Administrative Salaries | 4% | 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 the 2020-2021 school year, at the secondary level, the district focused professional learning on the continued implementation of state academic standards in English language arts, English development, mathematics, science, and history. Attention was placed on identifying key learnings and the integration of common formative assessments in English language arts and math within the instructional cycle. Science teachers were given time to delve deeply into NGSS, aligning and/or creating course outlines and units to the requirements of the new standards. With distance learning, the use of technology within the educational setting to support the implementation of standards and student learning has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: professional development 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.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 97 | 59 | |

San Marcos Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 10651 | 3 | 0.03 | 99.97 | -- |
| Female | 5196 | 1 | 0.02 | 99.98 | -- |
| Male | 5444 | 2 | 0.04 | 99.96 | -- |
| American Indian or Alaska Native | 18 | 0 | -- | 100.00 | -- |
| Asian | 582 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 155 | 0 | 0.00 | 100.00 | -- |
| Filipino | 220 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 4958 | 0 | 0.00 | 100.00 | -- |
| Native Hawaiian or Pacific Islander | 45 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 550 | 0 | 0.00 | 100.00 | -- |
| White | 4123 | 3 | 0.07 | 99.93 | -- |
| English Learners | 1408 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | 23 | 0 | 0.00 | 100.00 | -- |
| Homeless | 224 | 0 | 0.00 | 100.00 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 2847 | 0 | 0.00 | 100.00 | -- |
| Students Receiving Migrant Education Services | 157 | 0 | 0.00 | 100.00 | -- |
| Students with Disabilities | 1558 | 3 | 0.19 | 99.81 | -- |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 10651 | 3 | 0.03 | 99.97 | -- |
| Female | 5196 | 1 | 0.02 | 99.98 | -- |
| Male | 5444 | 2 | 0.04 | 99.96 | -- |
| American Indian or Alaska Native | 18 | 0 | -- | 100.00 | -- |
| Asian | 582 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 155 | 0 | 0.00 | 100.00 | -- |
| Filipino | 220 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 4958 | 0 | 0.00 | 100.00 | -- |
| Native Hawaiian or Pacific Islander | 45 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 550 | 0 | 0.00 | 100.00 | -- |
| White | 4123 | 3 | 0.07 | | -- |
| English Learners | 1408 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | 23 | 0 | 0.00 | 100.00 | -- |
| Homeless | 224 | 0 | 0.00 | 100.00 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 2847 | 0 | 0.00 | 100.00 | -- |
| Students Receiving Migrant Education Services | 157 | 0 | 0.00 | 100.00 | -- |
| Students with Disabilities | 1558 | 3 | 0.19 | 99.81 | -- |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.