

San Elijo Elementary 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 | San Elijo Elementary School |
| Street | 1615 Schoolhouse Way |
| City, State, Zip | San Marcos |
| Phone Number | (760) 290-2600 |
| Principal | Emily Parra |
| Email Address | emily.parra@smusd.org |
| School Website | https://sanelijoelementary.smusd.org/ |
| County-District-School (CDS) Code | 37737910111468 |

2021-22 District Contact Information

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

2021-22 School Overview

At San Elijo Elementary School we encourage students to achieve their personal best through taking academic risks and demonstrating responsibility for themselves. Our supportive community sets high expectations for life-long achievement through active involvement in their student's education. Our school is committed to the belief that all students can and will learn. We feel that creating cohesive and effective professional learning teams is the best practice in achieving our goals for students. Our priorities focus on teaching common core state standards through the instructional framework of the Essential Elements of Instruction, and making informed decisions for those students still needing differentiated instructional support. Additionally, we take great pride in supporting the social and emotional needs for all our students. We have a full time school counselor who delivers weekly lessons to our students through the use of our Second Step curriculum.

Our school's motto "SEE Us S.O.A.R." reminds students, staff, and parents to Seize Opportunities and Achieve Results. This year we continue our focus on shared leadership as well as shared ownership of all students. We believe that when we SOAR together we all achieve more, so collaboration around results is our school culture. Our instructional leadership time works collaboratively with site administration to support a structure for regular weekly collaboration. Our teachers hold bi-monthly PLC meetings to discuss student learning outcomes focused on 4 questions: What do we expect our students need to learn, How will we know they're learning, How will we respond when students are not meeting the standards (intervention), How will we respond when students already know it (acceleration). San Elijo Elementary School is home to a diversity of learners who are supported in our general education classrooms, Excel classrooms and Learning Center classrooms. All of our students have a voice and choice in their learning which is enhanced through working collaboratively with students who have different strengths.

Our PBIS framework focuses on S.O.A.R. - Safety, Ownership, Acceptance and Respect. Our students developed our school-wide matrix to help define what safety, ownership, acceptance and respect look like in all areas of campus. Students are reinforced campus-wide for displaying positive behavior through Eagle Passes and our monthly Soaring Eagle Award. Students who need additional support with making positive choices at school engage in restorative practices with their peers and adults on campus. The use of restorative practices and building relationships with other students is a key part to our culture.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 113 |
| Grade 1 | 135 |
| Grade 2 | 137 |
| Grade 3 | 150 |
| Grade 4 | 185 |
| Grade 5 | 185 |
| Total Enrollment | 905 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.3 |
| Asian | 5.5 |
| Filipino | 2.3 |
| Hispanic or Latino | 22.3 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 7.4 |
| White | 61.8 |
| English Learners | 6 |
| Homeless | 0.8 |
| Socioeconomically Disadvantaged | 12.5 |
| Students with Disabilities | 11.8 |

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) | 37.5 | 94.9 | 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) | 2.0 | 5.1 | 90.6 | 11.2 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 14.6 | 1.8 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 0.0 | 0.0 | 18854.3 | 6.9 |
| Total Teaching Positions | 39.5 | 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 | 2.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 2.0 |

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 | 0.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.0 |

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) | 9.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.4 |

2021-22 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)

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

Benchmark Advance

Benchmark Steps to Advance

iReady Reading Path

MyOn Digital Reading Library

Guided Language Acquisition Design (GLAD)

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

Dream Box personalized digital program (TK)

Science:

Integration of NGSS grade level standards is integrated in the Benchmark Advance ELA-ELD core curriculum, Mystery Science and Virtual STEAM Innovation Aligned Units.

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 TK- Benchmark Ready to Advance, adopted in 2017 | Yes | 0% |

| | | | |
|--|---|-----|----|
| Mathematics | Ready Classroom Mathematics, adopted in 2020 iReady SFUSD Math TK Units, adopted in 2019 | Yes | 0% |
| Science | Integrated in Benchmark Advance Units, adopted in 2016 Virtual STEAM and Innovation, adopted in 2020 Mystery Science, adopted in 2020 | Yes | 0% |
| History-Social Science | Integrated in Benchmark Advance Units, adopted in 2016 | Yes | 0% |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | See above, adopted in 2013-2020 | | |

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

San Elijo Elementary School opened its doors in August of 2006. We are home to 51 teachers, 70 support staff, and nearly 900 students in grades TK-5. Our facilities also consist of a: music room, Science Lab, art room, drama room, school library, reading intervention lab, multi-purpose room, and four Kids-on-Campus classrooms. We strive to maintain and improve the facilities and landscaping of our school to create a learning environment that reflects and honors our students. Our classrooms and teachers are well equipped with curriculum and technology to best meet the diverse learning needs of all of our students. Through the generosity of our parents, and incredible work of our PTO, our students have 1:1 Chromebooks in grades 1-5.

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

10/06/2021 - 10/06/2021

| 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 | | | Room 131 communication : 4: (D) Ceiling tiles are stained Room 309: 4: (D) Ceiling tiles are stained Room 321: 4: (D) Ceiling tiles are stained Room KOC 02: |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|---|
| | | | | 4: (D) Ceiling tiles missing, damaged or loose Room KOC 03: 4: (D) Ceiling tiles are stained |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | Room 302: 7: (D) Lighting covers are missing, damaged, or loose Room 313 Play Storage: 7: (D) Electrical panel blocked |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Work Room D: 9: (D) Water leak- Inform site guide during the inspection |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Room 600 Staff RR: 15: (D) Loose or sticky door locks and latches |

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 | 522 | NT | NT | NT | NT |
| Female | 255 | NT | NT | NT | NT |
| Male | 265 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 33 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 11 | NT | NT | NT | NT |
| Hispanic or Latino | 126 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 42 | NT | NT | NT | NT |
| White | 307 | NT | NT | NT | NT |
| English Learners | 31 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 44 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 66 | 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 | 522 | NT | NT | NT | NT |
| Female | 255 | NT | NT | NT | NT |
| Male | 265 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 33 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 11 | NT | NT | NT | NT |
| Hispanic or Latino | 126 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 42 | NT | NT | NT | NT |
| White | 307 | NT | NT | NT | NT |
| English Learners | 31 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 44 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 66 | 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 | 520 | 489 | 94% | 6% | 79% |
| Female | 256 | 240 | 94% | 6% | 80% |
| Male | 264 | 249 | 94% | 6% | 77% |
| American Indian or Alaska Native | 2 | 2 | 100% | 0% | 100% |
| Asian | 32 | 30 | 94% | 6% | 97% |

| | | | | | |
|--|-----|-----|------|------|------|
| Filipino | 14 | 12 | 86% | 14% | 75% |
| Hispanic or Latino | 120 | 111 | 93% | 8% | 68% |
| Native Hawaiian or Pacific Islander | 1 | 1 | 100% | 0% | 100% |
| Two or More Races | 38 | 36 | 95% | 5% | 78% |
| White | 313 | 297 | 95% | 5% | 81% |
| English Learners | 30 | 28 | 93% | 7% | 36% |
| Homeless | 2 | | 0% | 100% | |
| Socioeconomically Disadvantaged | 54 | 46 | 85% | 15% | 54% |
| Students Receiving Migrant Education Services | | | | | 0% |
| Students with Disabilities | 56 | 46 | 82% | 18% | 35% |

*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 | 520 | 486 | 93% | 7% | 74% |
| Female | 256 | 238 | 93% | 7% | 69% |
| Male | 264 | 248 | 94% | 6% | 78% |
| American Indian or Alaska Native | 2 | 2 | 100% | 0% | 100% |
| Asian | 32 | 30 | 94% | 6% | 93% |
| Filipino | 14 | 12 | 86% | 14% | 67% |
| Hispanic or Latino | 120 | 109 | 91% | 9% | 56% |
| Native Hawaiian or Pacific Islander | 1 | 1 | 100% | 0% | 100% |
| Two or More Races | 38 | 36 | 95% | 5% | 86% |
| White | 313 | 296 | 95% | 5% | 77% |
| English Learners | 30 | 27 | 90% | 10% | 26% |
| Homeless | 2 | 0 | 0% | 100% | |
| Socioeconomically Disadvantaged | 54 | 46 | 85% | 15% | 50% |
| Students with Disabilities | 56 | 46 | 82% | 18% | 35% |

*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 | 186 | NT | NT | NT | NT |
| Female | 86 | NT | NT | | |
| Male | 100 | NT | NT | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 12 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 35 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 15 | NT | NT | NT | NT |
| White | 120 | NT | NT | NT | NT |
| English Learners | 12 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 16 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 28 | 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

Parental involvement is a cornerstone of our school's success. Our Parent Teacher Organization is incredibly dedicated to supporting our teachers and students so that we all have the resources we need to create successful learning conditions. Our PTO works tirelessly to raise money for our students through fundraisers such as: Cash for Kids, Apex Fun Run, Country Fair, Monster Bash and Hops in the Hills. Their efforts go towards funding our extracurricular and academic classes for students including: STEM, drama, art and intervention. We also are fortunate to have 1:1 devices for students in 1st-5th due to the PTO. For more information about our PTO, please see their website <https://seespto.org/>

Parents are also very involved in our school garden, English Learner Advisory Committee (ELAC), and School Site Council. Their input helps guide decisions for allocating school funding based on our data and needs. Parents are welcome members of our school community. We have a variety of volunteer opportunities in the classrooms, and invite our families to join us for our monthly Lunch on the Lawn.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 966 | 946 | 51 | 5.4 |
| Female | 454 | 446 | 20 | 4.5 |
| Male | 507 | 495 | 31 | 6.3 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 57 | 55 | 0 | 0.0 |
| Black or African American | 3 | 2 | 1 | 50.0 |
| Filipino | 21 | 21 | 1 | 4.8 |
| Hispanic or Latino | 215 | 211 | 25 | 11.8 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 1 | 33.3 |
| Two or More Races | 76 | 75 | 4 | 5.3 |
| White | 590 | 578 | 18 | 3.1 |
| English Learners | 65 | 62 | 9 | 14.5 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 8 | 8 | 4 | 50.0 |
| Socioeconomically Disadvantaged | 131 | 126 | 21 | 16.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 138 | 136 | 22 | 16.2 |

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 | 0.00 | 0.00 | 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 | 0.00 | 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 | 0.00 | 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 | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

2021-22 School Safety Plan

The Comprehensive School Safety Plan was approved by the San Marcos Unified School District on November 16, 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) lock down procedures. A copy of the plan is available for inspection by the public at each school.

Our staff has been trained in restorative practices. A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative practices enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

San Elijo Elementary is a closed campus. Parents drop their students off at the gate to enter the school grounds independently. Parents are asked to wait to meet their child in front of the school or off campus after school. Gates are immediately locked at the beginning of the day and the after dismissal at the end of the day. Any volunteers during the school day must sign in using our electronic volunteer sign in system and wear a badge while on campus. The staff monitors school grounds 30 minutes before the start of school, and assists with crosswalk safety after school. We also hold monthly fire drills, yearly earthquake and disaster drills, and quarterly lockdown drills for all students and staff.

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 | 21 | 3 | 5 | |
| 1 | 24 | | 6 | |
| 2 | 23 | | 8 | |
| 3 | 23 | | 8 | |
| 4 | 36 | | | 4 |
| 5 | 28 | 1 | 6 | |
| 6 | | | | |
| Other | 16 | 1 | 1 | |

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 | 23 | 1 | 6 | |
| 1 | 21 | 2 | 4 | |
| 2 | 28 | | 6 | 1 |
| 3 | 24 | | 8 | |
| 4 | 34 | | | 5 |
| 5 | 32 | | 4 | |
| 6 | | | | |
| Other | 19 | 2 | 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 | 19 | 4 | 1 | |
| 1 | 21 | 2 | 4 | |
| 2 | 22 | | 6 | |
| 3 | 22 | 4 | 3 | |
| 4 | 31 | | 5 | |
| 5 | 31 | | 5 | |
| 6 | | | | |
| Other | 16 | 3 | 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 | |

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) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 2 |
| Resource Specialist (non-teaching) | 0 |
| Other | 11.3 |

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 | 7931 | 1646 | 6285 | 78942 |
| District | N/A | N/A | 8305 | \$84,108 |
| Percent Difference - School Site and District | N/A | N/A | -27.4 | -1.0 |
| State | | | \$8,444 | \$86,376 |
| Percent Difference - School Site and State | N/A | N/A | -29.3 | -4.6 |

2020-21 Types of Services Funded

The district provides funding to sites so we can better meet the needs of our all of our students. We receive funding for Gifted and Talented Education (GATE). Our GATE offerings this year include: Breakout EDU, SolidWorks 3D, Egg Drop Challenge, Logic Lunch, Reuben H. Fleet Outreach Forensic Detectives, Reuben H. Fleet Outreach Physics Crash Test, Reuben H. Fleet Outreach Energy Explorers, Book Clubs, Robotics and Coding, Newspaper, and Noetic Learning.

We receive an LCAP Supplemental funding each year. In alignment with the district's LCAP goals and our school-wide data, our LCAP Supplemental funding has been allocated towards: teacher planning and collaboration, peer observation, community engagement, and before and after school learning for: reading, writing, math and English language development.

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 as the National Center on Education and the Economy (NCEE).

Our elementary professional learning is focused on Orton Gillingham, Ready Mathematics, Professional Learning Communities, Gifted and Talented Education (GATE) Certification, and Synergy. Professional learning is grounded in meeting the academic and social emotional needs of all students. Our ongoing training and PLC cycles support learning recovery interventions in the classrooms and extended learning groups. A refocus on ongoing formative assessments and data driven discussions allows teachers to provide students with prescriptive academic and social emotional interventions and enrichment opportunities. Teachers who work with students with special needs engage 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 | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 35 | 32 | 32 |

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. Andy 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.