

San Elijo Middle 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 Middle School
Street	1600 Schoolhouse Way
City, State, Zip	San Marcos
Phone Number	(760) 290-2800
Principal	Barry Zeait
Email Address	gary.debora@smusd.org
School Website	https://sanelijomiddle.smusd.org/
County-District-School (CDS) Code	37737910105684

2021-22 District Contact Information

District Name	San Marcos Unified School District
Phone Number	(760) 752-1299
Superintendent	Dr. Kevin Holt, Interim Superintendent
Email Address	kevin.holt@smusd.org
District Website Address	www.smusd.org

2021-22 School Overview

We have a shared vision that academic ability must be combined with character and integrity to nurture and grow the whole child. Our hard working and dedicated staff is committed to helping students bridge childhood with early adulthood. As each month passes, students grow more independent. Friends may take on an increasing importance in their lives. However, a positive adult role model is still the most vital part of development during this time of maturity.

Our highly qualified teachers are committed to guiding our eager learners towards collaborative discovery. Our dynamic support staff is primed to assist with how to better the school experience for all, and our administrative team is here to ensure all students are safe and free from outside distractions as they experience the advanced culture of teaching and learning. We incorporate our mission into all facets of life on campus: Complexity, Collaboration, and Character.

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

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

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

Our designations of a California Distinguished School as well as a Blue Ribbon School are just two examples of our focus on providing an all-encompassing educational experience during the exciting time of discovery known as the middle school years.

At SEMS, we take great pride in the noble work we perform as educators and are excited to be partners within our community

2021-22 School Overview

of learners.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	469
Grade 7	542
Grade 8	551
Total Enrollment	1,562

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.2
Asian	7.2
Filipino	1.5
Hispanic or Latino	22
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.2
White	61.5
English Learners	1.6
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	14.1
Students with Disabilities	12

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)	53.8	86.3	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)	7.8	12.6	90.6	11.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	1.1	14.6	1.8	12115.8	4.4
Unknown	0.0	0.0	0.0	0.0	18854.3	6.9
Total Teaching Positions	62.3	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	7.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	7.8

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	0.6
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.6

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)	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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 2017	Yes	0%
Mathematics	Big Ideas MATH: Course 1 (6th Grade), 2015 Course 2 (7th Grade), 2015 Course 2 Accelerated, 2015 Course 3 (8th Grade), 2015 Algebra 1, 2015	Yes	0%
Science	Focus on Earth, Physical, and Life Science, 2008	Yes	0%

History-Social Science	World History & US History, 2020	Yes	0%
Foreign Language	Springboard, 2017	Yes	0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

San Elijo Middle School was opened August of 2004. Our school has a combination of permanent and portable buildings. Classrooms have adequate desks and lighting. In 2015-16 we added five portable classrooms to ease our growth. We anticipate these being in place for several years, even as a new K-8 school opened in 2017-18 to help relieve some of our student congestion. In 2020, the school converted a classroom into a computer lab to offer additional technology course for students of all three grade levels.

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

10/18/2021 - 10/18/2021

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			Conference: 4: (D) Ceiling tiles are stained Kitchen: 4: (D) Ceiling tiles are stained 7: (D) Electrical components are damaged or not functioning properly Room 152: 4: (D) Ceiling tiles missing, damaged or loose Room 257: 4: (D) Ceiling tiles missing, damaged or loose Room 404: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) Lighting covers are missing, damaged, or loose Room 451: 4: (D) Ceiling tiles missing, damaged or loose Room 652:

School Facility Conditions and Planned Improvements

			<p>4: (D) Ceiling tiles are stained</p> <p>15: (D) Loose or sticky door locks and latches</p> <p>Room 653:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 754:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 802:</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>Work Room 151:</p> <p>4: (D) Ceiling tiles are stained</p> <p>(D) Ceiling tiles missing, damaged or loose</p> <p>Work Room:</p> <p>4: (D) Ceiling tiles are stained</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>	X		<p>Boys Locker Room:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>(D) lighting fixture or bulbs are not working or missing</p> <p>Campus Supervisor:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>Electrical:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Kitchen:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) Electrical components are damaged or not functioning properly</p> <p>Library Office:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>Room 255:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>Room 258:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>Room 403:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>Room 404:</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p>

School Facility Conditions and Planned Improvements

			<p>Room 804:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>13: (D) Missing or damaged downspout or roof drain</p> <p>Storage:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Work Out Storage:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Workroom 2nd Floor:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>Boys RR:</p> <p>9: (D) Sink/fountain is not working</p> <p>Girls Locker Room:</p> <p>8: (D) Toilet/urinal/sink is not working</p> <p>Gym:</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>Room 751:</p> <p>13: (D) Vegetation growing in gutters</p> <p>Room 804:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>13: (D) Missing or damaged downspout or roof drain</p> <p>Room 805:</p> <p>13: (D) Roof and/or roofing materials are not intact</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>Conference:</p> <p>15: (D) Loose or sticky door locks and latches</p> <p>Football Fields:</p> <p>14: (D) Significant cracks, trip hazards, holes or deterioration</p> <p>Room 253:</p> <p>15: (D) Loose or sticky door locks and latches</p> <p>Room 652:</p> <p>4: (D) Ceiling tiles are stained</p> <p>15: (D) Loose or sticky door locks and latches</p> <p>Room 701:</p>

School Facility Conditions and Planned Improvements

			<p>15: (D) Loose or sticky door locks and latches Room 702: 15: (D) Loose or sticky door locks and latches Storage: 15: (D) Loose or damaged thresholds that pose a trip hazard Work Room: 15: (D) Loose or sticky door locks and latches</p>
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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	1532	NT	NT	NT	NT
Female	749	NT	NT	NT	NT
Male	783	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	114	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	23	NT	NT	NT	NT
Hispanic or Latino	342	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	95	NT	NT	NT	NT
White	935	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	168	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	1532	NT	NT	NT	NT
Female	749	NT	NT	NT	NT
Male	783	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	114	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	23	NT	NT	NT	NT
Hispanic or Latino	342	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	95	NT	NT	NT	NT
White	935	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	168	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	1562	1407	90%	10%	65%
Female	760	689	91%	9%	68%
Male	802	718	90%	10%	62%
American Indian or Alaska Native	18	15	83%	17%	40%
Asian	112	106	95%	5%	84%

Filipino	24	22	92%	8%	82%
Hispanic or Latino	343	303	88%	12%	48%
Native Hawaiian or Pacific Islander	6	4	67%	33%	75%
Two or More Races	97	84	87%	13%	67%
White	961	872	91%	9%	68%
English Learners	25	21	84%	16%	14%
Foster Youth	3	3	100%	0%	33%
Homeless	7	3	43%	57%	29%
Socioeconomically Disadvantaged	221	185	84%	16%	40%
Students Receiving Migrant Education Services	3	3	100%	0%	0%
Students with Disabilities	185	153	83%	17%	20%

*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	1562	1401	90%	10%	57%
Female	760	681	90%	10%	55%
Male	802	720	90%	10%	59%
American Indian or Alaska Native	18	13	72%	28%	31%
Asian	112	107	96%	4%	89%
Filipino	24	20	83%	17%	70%
Hispanic or Latino	343	300	87%	13%	43%
Native Hawaiian or Pacific Islander	6	4	67%	33%	25%
Two or More Races	97	85	88%	12%	58%
White	961	871	91%	9%	58%
English Learners	25	17	68%	32%	24%
Foster Youth	3	3	100%	0%	67%
Homeless	7	3	43%	57%	33%
Socioeconomically Disadvantaged	221	176	80%	20%	35%
Students Receiving Migrant Education Services	3	3	100%	0%	67%
Students with Disabilities	185	151	82%	18%	17%

*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	541	NT	NT	NT	NT
Female	275	NT	NT		
Male	266	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	40	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	120	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	33	NT	NT	NT	NT
White	330	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	59	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

Due to the COVID-19 pandemic, schools were unable to gather consistent parent feedback data. We will use the data from the previous year as we build towards returning to campus and providing opportunities for input as the school year comes to an end.

During the 2018-19 school year, we examined many different measurements to obtain the most comprehensive picture of teaching and learning for our school.

Each year, our parents and community have the opportunity to provide feedback on many different aspects of our school. We take this feedback and address areas of concerns, whether they be with instruction, facilities, or procedural. The Hanover Research group provides parents with the opportunity to leave feedback for both school sites and the district as a whole. In 2019, San Elijo Middle School saw the fewest number of responses reported over the past three year, with a total of 50 parents completing the survey. That is in contrast to 274 responders in 2017, and 353 total responders in 2018. With such a small sample size versus our overall student population of 1835 students, it was difficult to draw solid conclusions from the feedback. Some conclusions based on the total number of district responses of 316 parents include:

1. 75% agree the instructional program is preparing their child for the skills needed for college and career.
2. 74% agree there are programs in the district that address their child's needs and interests.
3. 74% agree their child is challenged at an appropriate level.
4. 91% agree that communication is timely and up-to-date.
5. 90% agree that they have been kept informed about school information, events, programs, and that they participate in decision making committees.
6. 89% believe the school is well maintained.
7. Only 50% of EL parents understand different programs available to EL students.
8. 84% believe their child feels respected by teachers and staff.

During the 2018-2019 school year, teachers were provided the opportunity to send their feedback on how the year had been, and what they needed for support moving forward.

A significant number of teachers would like to see improvements on how the assistant principals' communicates the behavior

2021-22 Opportunities for Parental Involvement

expectations of the school.

A significant number of teachers appreciated the work of the administrative team and had positive words to say about the support the administrative team offered.

Based on this feedback, the assistant principals created a list of behavior expectations when students are in the assistant principals' office, and those expectations are located on the back of every student statement. Each student who enters the assistant principals' (AP) office must read and sign that they understand the behavior expectations.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1614	1579	39	2.5
Female	784	769	20	2.6
Male	830	810	19	2.3
American Indian or Alaska Native	3	3	1	33.3
Asian	119	114	1	0.9
Black or African American	16	16	1	6.3
Filipino	25	25	0	0.0
Hispanic or Latino	356	351	16	4.6
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	102	98	2	2.0
White	987	966	18	1.9
English Learners	36	36	4	11.1
Foster Youth	3	3	0	0.0
Homeless	7	7	0	0.0
Socioeconomically Disadvantaged	239	233	15	6.4
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	194	192	7	3.6

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	2.36	0.19	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	0.84	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	0.19	0.00
Female	0.00	0.00
Male	0.36	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	0.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.10	0.00
English Learners	2.78	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 2020 – 2021 Comprehensive Safety Plan for San Elijo Middle School (SEMS) has been developed to ensure all sixth through eighth grade students are safe on campus. This plan is relevant to the needs of our multi-age student population as well as the resources of the school. The plan was written in conjunction with the school improvement council and was approved at a general meeting. Local law enforcement and city officials were consulted during the development of the plan and the approval process to assist the administration in designing safety, disaster, behavior, and reporting plans for a site serving over 1650 middle school students. Our plan contains both longitudinal data and information regarding transportation, discipline, and student safety concerns.

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	7	9	27
Mathematics	31	6	10	26
Science	35		5	31
Social Science	34		7	30

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	8	4	27
Mathematics	30	6	16	18
Science	33	2	6	28
Social Science	32	1	9	22

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	30	18	3
Mathematics	25	21	17	7
Science	31		21	14
Social Science	32		19	15

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	781

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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	5.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7200	1467	5733	84569
District	N/A	N/A	8305	\$84,108
Percent Difference - School Site and District	N/A	N/A	-43.0	4.4
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-38.2	0.8

2020-21 Types of Services Funded

Gifted and Talented Education (GATE)
 LCAP Supplemental
 Credential Music Teacher

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	62		

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. Kevin Holt, Interim Superintendent
Email Address	kevin.holt@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.