

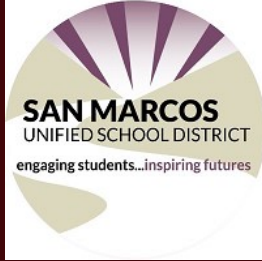


San Marcos Middle School

650 West Mission Road • San Marcos • 760-290-2500 • Grades 8-Jun

Spencer Wavra, Principal
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2019-20 School Accountability Report Card Published During the 2020-21 School Year



San Marcos Unified School District

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District Governing Board

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Sydney Kerr, Vice President

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Sarah Ahmad, Member

Carlos Ulloa, Member

TBD Assistant Superintendent,
Business Services

District Administration

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Superintendent
Superintendent

Tiffany Campbell
**Assistant Superintendent
Instructional Services**

Henry H. Voros
**Assistant Superintendent
Human Resources**

TBD
**Assistant Superintendent
Business Services**

School Vision

San Marcos Middle School is committed to positively impacting every student that comes through our doors. We intend for all students to leave SMMS as 21st century global thinkers, having developed the academic and social/emotional skills necessary to be successful in high school, college/career, and life. We will reach this goal through a school model that highlights rigorous and relevant curriculum and instruction, and by every adult on campus committing to fostering authentic relationships with our students and families.

School Mission

The San Marcos Middle School staff is committed to educating the whole child. We believe all students can learn and are responsible for taking an active role to master the curriculum. Students will strive to achieve their highest and best intellectual, social, emotional, and physical development. We will impress upon students the importance that Character Counts...All the Time as evidenced in their academic, social, and emotional lives.

Principal's Message

At San Marcos Middle School, we recognize the unique and important time period that the middle school years represent in our students' lives. To support our students through this phase of their education, our staff has established a set of four core values that we call the Crusader Commitment.

1. We are committed to providing high quality instruction in all classrooms and learning environments through rigorous and relevant standards aligned academic activities.
2. We are committed to supporting literacy in all academic areas with a focus on meaningful reading, writing, listening, and speaking experiences for every student.
3. We are committed to supporting student success through a multi-tiered system of supports, including academic and social-emotional interventions. These supports focus on identifying students that need additional assistance, and matching their needs to the appropriate intervention.
4. We are committed to supporting student engagement, by providing a variety of extra-curricular activities, clubs, and athletics to keep students connected to SMMS.

In addition to these core values, we also work closely with our children's' parents and community stakeholders to assist us in supporting our students' education. This engagement with our SMMS families, we believe, is essential in building trust and supporting student participation and a sense of belonging at school.

Finally, our staff is committed to providing a physically and emotionally safe environment for all who attend our school. At SMMS, all students are valued, and we hold high expectations for both our students and staff. These expectations are reinforced through our school-wide positive behavioral intervention system, known as the Crusader VIP/Mentor program.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	374
Grade 7	314
Grade 8	387
Total Enrollment	1,075

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	2.4
Filipino	2.5
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	0.5
White	13.9
Two or More Races	2
Socioeconomically Disadvantaged	58
English Learners	22.5
Students with Disabilities	12.7
Foster Youth	0.2
Homeless	1.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for San Marcos Middle	18-19	19-20	20-21
With Full Credential	51.2	52	48
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions at San Marcos Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Reading 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 are 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, the 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 United States 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.

Textbooks and Instructional Materials

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Springboard 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Focus on Earth, Physical, and Life Science, 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History & US History, 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Springboard, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions

San Marcos Middle School originally opened in 1980. The facility provides a safe, clean and visually stimulating learning environment. Our school includes eight permanent buildings with nine portable classrooms, and services approximately 972 students. San Marcos Middle School has been extensively upgraded over the last several years, including the addition of a two story, 24 classroom building, new fitness and PE locker rooms, and expanded lunch area and school entrance. The physical quality of our facilities supports and influences the learning and teaching at San Marcos Middle School. As such, San Marcos Middle School strives to maintain a clean, safe, and appropriate learning environment for all students and staff to learn and work.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/27/2020 - 10/29/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 16: 2: (D) Vents are damaged or missing
Interior: Interior Surfaces	Good	Book Storage 1: 4: (D) Ceiling tiles missing, damaged or loose Conference: 4: (D) Ceiling tiles missing, damaged or loose Corridor B: 4: (D) Ceiling tiles missing, damaged or loose Electrical: 4: (D) Ceiling tiles missing, damaged or loose MDF: 4: (D) Ceiling tiles missing, damaged or loose Room 001: 4: (D) Ceiling tiles are stained Room 004: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage 15: (D) Locks and other security hardware are not functioning properly Room 005: 4: (D) Ceiling tiles are stained Room 10: 4: (D) Ceiling tiles are stained Room 11: 4: (D) Ceiling tiles are stained Room L-02:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		4: (D) Walls have damage from cracks, tears, holes or water damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Band 60: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) (D) lighting fixture or bulbs are not working or missing Boys RR: 7: (D) Lighting covers are missing, damaged, or loose Room 054: 7: (D) Lighting covers are missing, damaged, or loose Room 055: 7: (D) lighting fixture or bulbs are not working or missing Room 056: 7: (D) lighting fixture or bulbs are not working or missing Room 057: 7: (D) lighting fixture or bulbs are not working or missing Room 058: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is not working Room 059: 7: (D) lighting fixture or bulbs are not working or missing Room 062: 7: (D) lighting fixture or bulbs are not working or missing Room 063: 7: (D) lighting fixture or bulbs are not working or missing Room 064: 7: (D) lighting fixture or bulbs are not working or missing Room 19: 7: (D) lighting fixture or bulbs are not working or missing Staff Workroom: 7: (D) lighting fixture or bulbs are not working or missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 058: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 004:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		4: (D) Ceilings have damage from cracks, tears, holes, or water damage 15: (D) Locks and other security hardware are not functioning properly
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	67	N/A	50	N/A
Math	31	N/A	52	N/A	39	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	26	N/A	42	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

There are a variety of ways in which San Marcos Middle School and our staff actively engage parents, guardians, and family members in school activities and seek meaningful feedback regarding our programs and policies. For example, our staff regularly distributes electronic surveys to parents that include questions related to family events, trainings, and social-emotional focus areas for our students.

Also, during the annual Back-to-School Night meeting held at the beginning of the school year, parents are informed of programs and interventions at SMMS, as well as Title 1 funding requirements, and School Site Council and English Language Advisory Committee membership. Information regarding curriculum, assessments used to measure progress, and student proficiency levels is also provided to parents during the Back-to-School Night, as well as during report card meetings, and incoming 6th grade orientation.

Additionally, this year our school has partnered with the Parent Institute for Quality Education (PIQE) to hold a nine-week series of meetings regarding ways in which our parents and guardians can get involved in our school and their child's education. These meetings, as well as most parental meetings at SMMS, are held both during the day and at night to provide for flexibility to meet the unique needs of our families. We also seek parental input on meeting times for committees such as the Parent Teacher Organization (PTO), School Site Council, and the English Language Advisory Committee. Finally, our staff sends weekly telephonic messages and emails to parents regarding programs and events at San Marcos Middle School.

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

School safety is the responsibility and concern of all stakeholders at San Marcos Middle School, including staff, parents, students and community members. As such, a variety of resources and information were utilized in the creation of our Safe School Plan, including existing board policies, crime reports, academic and suspension/expulsion data, and public feedback from School Site Council meetings.

To promote a safe environment, our school community has established a series of guidelines and procedures, such as monthly fire, evacuation, options-based, and earthquake drills. Moreover, these procedures also ensure safe egress within the school parking lot as well as surrounding school areas. All staff must wear bright yellow vests during emergency preparedness drills, as well as during daily school drop-off and pick-up times.

In addition to physical safety procedures, our school has also implemented a series of student programs to support a positive emotional environment. Some of these programs include the Crusader VIP/Mentor, Respect, B.E.S.T., and W.E.B. programs, as well as anti-drug, alcohol, and bullying assemblies. Additionally, to support social emotional learning of our students, our counseling staff conducts regular lessons utilizing the Second Step program.

Finally, to ensure an appropriate and positive school environment, our Student Discipline Plan is reviewed annually, and assemblies are held to review all aspects of this document. This plan includes procedures established to address classroom disruptions, dress code, fighting, as well as notification of staff related to serious student disciplinary infractions.

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.9	3.9	1.8	1.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

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

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	537.5

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	24	17	15	10	26	12	5	20	20	16	14	2
Mathematics	24	11	23	4	28	5	16	9	26	4	18	5
Science	29	4	12	14	32	2	4	20	32		13	9
Social Science	28	4	15	12	32	2	4	20	30	1	13	9

*Number of classes indicates how many classrooms 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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	63	62	

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 2019-20 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 the integration of common formative and summative assessments in English language arts and math within the instructional cycle. ELA teachers were offered additional support to deepen their understanding of newly adopted instructional materials and how to appropriately use these resources to support student learning. 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. 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: face-to-face workshops 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.

FY 2018-19 Teacher and Administrative Salaries

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

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

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

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7737	1925	5812	86764
District	N/A	N/A	7831	\$80,122
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.6	5.8
School Site/ State		

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