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CDS Code  
37737916039069  
Grades K-8

## LA MIRADA ACADEMY

### School Accountability Report Card

Reported Using Data from the 2017-18 School Year  
Published During 2018-19

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School District**  
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#### **Board of Trustees**

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#### **About This School**

##### **School's Mission Statement**

La Mirada Academy educates students by fostering global and cultural awareness. Teachers facilitate rigorous, inquiry-based instruction and authentic experiences that teach students how to think rather than what to think. Students take control of their learning by constructing meaning and knowledge to apply it to a changing world. Our educational program is further enhanced by dynamic instruction through fine arts, additional language, and technology. La Mirada Academy's environment promotes positive and safe physical, emotional, and social well-being. We take pride in our community and value partnerships between home and school.

##### **Principal's Message**

In May of 2015, La Mirada Academy became a fully authorized Primary Years Program (PYP) International Baccalaureate World School. In May of 2017, we also became a candidate school for the Middle Years Program (MYP). Our mission is to help our students achieve academic excellence, develop the qualities vital to good citizenship, and become lifelong, self-motivated learners. We believe all children have the right to learn in a meaningful, secure environment. Inspiring students to achieve at the highest possible level is the work of parents, teachers, and staff who, along with the students, comprise the La Mirada community. The partnership between home and school is the cornerstone of the quality education our students receive. Parent involvement is exemplified at their attendance at our Flag and Award assemblies, their work on our ELAC committee, PTO and School Site Council and attendance at monthly IB family tours. Parents also support our school fundraisers and attend all family nights and events.

The school is characterized by active teaching and learning, led by a professional cadre of teachers who deliver a challenging curriculum based on the California Common Core State Standards. The district provides many opportunities for teachers to develop their professional skills in meeting with consultants and teacher specialists that support the district curriculum, and teachers engage in collaborative planning in weekly grade level and faculty meetings. With high expectations for all, teachers encourage their students to become active learners while providing the support needed to take risks. Assistance for staff members who need help is always available.

A positive atmosphere permeates our safe and orderly campus. Working together, the community has established a consistent school and classroom rules that all are to follow. Students actively participate in the operation of our school with Safety Patrol, Student Council, and student-led action projects.

Parents, teachers, and staff working together to ensure students receive and take advantage of the highest quality instruction. We are proud of our accomplishments. The foundation for students to be the best they can be lies in the positive and caring environment created by staff and parents at La Mirada Academy, an International Baccalaureate World School.

##### **Focus for Improvement**

- Increase Student Achievement on local and state measures
- Improve English language proficiency and reclassification rates for all English Language Learners.
- Continue to increase opportunities for parent education and involvement.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Kindergarten	131
Grade 1	115
Grade 2	101
Grade 3	101
Grade 4	1103
Grade 5	112
Grade 6	117
<b>Total Enrollment</b>	<b>780</b>

### Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.1%
Asian	2.1%
Filipino	0.6%
Hispanic or Latino	87.3%
Native Hawaiian or Pacific Islander	0.4%
White	8.6%
Two or More Races	0.0%
Student Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.1%
English Learners	49.0%
Students with Disabilities	13.3%
Foster Youth	0.1%



### Conditions of Learning

#### Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	40	41	44.2	929.1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

#### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2016-17	2017-18	2018-19
Misassignments of Teachers of EL	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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.

#### Specialized Services

**Gifted and Talented Education:** Starting in third grade, educators identify academically gifted and talented students based on the teacher recommendation or tests. GATE students receive specialized instruction within the classroom and other enrichment programs.

**Special Education Program:** Special needs students at La Mirada Academy receive the support services they require from our special education teachers, speech therapists, psychologists, and instructional aides. We have a student study team made up of teachers, administrators, a special education teacher, and a psychologist. The team meets with student's families when there are academic, behavioral, emotional, or social concerns, and/or speech and language issues. Our part-time health clerk monitors daily medications for students with special needs in addition to meeting the health needs of regular education students.

Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Appropriate programs and services are provided to all students with disabilities between the ages of 3 and 21. Referrals for special education identification and special education services come from the on-site Student Study Team and/or parents.

## SCHOOL ACCOUNTABILITY REPORT CARD

### **Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)**

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on October 4, and November 1, 2018.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
<b>Reading/ Language Arts</b>	K-5 Benchmark Advance	2016	Yes	0%
	Step Up to Literacy			
	Springboard (Grades 6-8)	2017	Yes	0%
<b>Math</b>	Big Ideas MATH:			
	Course 1 (6 <sup>th</sup> Grade)	2015	Yes	0%
	Course 2 (7 <sup>th</sup> Grade)	2015	Yes	0%
	Course 2 Accelerated	2015	Yes	0%
	Course 3 (8 <sup>th</sup> Grade)	2015	Yes	0%
	Algebra 1	2015	Yes	0%
	K-2 Houghton Mifflin Math	2008	Yes	0%
	Expressions			
	Grades 3-5 Curriculum Associates	2015	Yes	0%
	Ready Mathematics			
<b>Science</b>	Scott Foresman Science	2009	Yes	0%
	Focus on Earth, Physical, and Life Science (Grades 6-8)	2008	Yes	0%
<b>History Social Science</b>	Harcourt		Yes	0%
	California Reflections	2007		
<b>Social Studies (6-8)</b>	World History & US History	2006	Yes	0%
<b>English Language Development</b>	Springboard	2017	Yes	0%
<b>Supplemental Instructional Materials</b>	See Below	2013-14	Yes	—

**English Learner Program:** Students who are not fluent in English participate in special programs designed to best meet their needs. Structured English Immersion (K-7), Mainstream English (K-7), and English Language Development (ELD-K-7). Approximately 40% of our students are English Language Learners.

### **Curriculum and Instructional Materials (K-5)**

**Reading and Writing:** 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.

#### **ELA Supplemental Instructional Materials**

- K-5 Nancy Fetzer Writing manual, Fetzer publisher K-5 Benchmark Universe, digital library, Benchmark
- Enterprise STAR Assessment – Lexile assessment, Renaissance Learning, and Lexia personalized digital program

**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**

- K-5 Math Investigations Kit, 2012 Pearson
- K-5 Math Manipulatives, Nasco, Lakeshore, Really Good Stuff suppliers
- K-5 Teaching Student Centered Math Teacher resource, Barnes and Noble
- K-5 Math Journals, K-5 Math publisher
- Ten Marks digital program
- Dream Box personalized digital program

**Science:** The district has adopted the *Scott Foresman California Science* program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. District is in the building awareness phase of NGSS Standards.

**Social Studies:** The district has adopted *California Reflections* published by Harcourt as a resource for teaching the California

## SCHOOL ACCOUNTABILITY REPORT CARD

content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation.

### **Curriculum and Instructional Materials (6-8)**

**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 take 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 6<sup>th</sup> grade offers students opportunity to stretch their mathematical skills through high school.

**Science:** SMUSD is beginning its transition to the *Next Generation Science Standards for California Public Schools*, adopted in September 2013. The district has adopted the preferred integrated course model and is implementing a new course each year until all grade levels have made the transition. Currently sixth and seventh grade are using the new NGSS standards and eighth grade will begin using them next year. Students in sixth grade focus on systems and subsystems, weather, climate and global warming. In seventh grade, students study atoms, matter cycles, natural processes and sustaining biodiversity. In grade eight, the focus is on force collisions, noncontact forces, evolution and sustaining local biodiversity. Additionally, eighth grade students take a two-week Health unit covering human reproduction, fetal development, HIV/AIDs, alcohol, tobacco, drugs and sexually transmitted diseases. SMUSD teachers also incorporate the *California Common Core State Standards in Literacy for Sciences* that focus heavily on aspects of reading, writing and research.

**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 Common Core State Standards in Literacy for History/Social Sciences* that focus heavily on aspects of reading, writing and research.

### **Technology**

All rooms on campus are connected to the Internet. All classrooms have at least six student computers. All students spend time daily using the computers for reading and math support. All 2<sup>nd</sup> grade-5th-grade classes are provided one to one technology. Kindergarten and First-grade classes have personal portable devices that are shared daily at school. (iPads, iPods or Chromebooks). Students in grades 6-7 have access throughout their day to Chromebook devices.

### **Attendance**

We have an active Attendance Committee which is working on ideas to improve attendance, and the district supplies us with incentives which we distribute monthly to students with perfect attendance the past month. The truancy rate for students is defined by the State of California as any student with three unexcused absences.

### **School Facilities**

#### **School Facility Conditions and Planned Improvements**

La Mirada Academy opened its doors on August 21, 2018. La Mirada Academy, formerly known as Alvin Dunn Elementary changed names during the 2017-18 school year. The name changing process was a joint effort with the school community, including parents, students, and staff. In October of 2017, the San Marcos Unified School Board unanimously approved the new name. Later in the year, students voted on a new mascot, and the LMA Wolves were established.

La Mirada Academy has completed two phases of three of a brand-new facility. We have 52 classrooms with state-of-the-art audio/visual equipment. Our playground, while still under construction boasts two beautiful new play structures, one on the Kindergarten playground and one on the upper-grade playground. We look forward to a new gym, cafeteria, and blacktop and fields in the 2019 school year.

### **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.

### **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.



## SCHOOL ACCOUNTABILITY REPORT CARD

### School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on September 12, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	X			One room loose cove base.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
<b>Electrical:</b> Electrical	X			One room light out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No repairs needed at the time of inspection.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	X			No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			One room door needs adjustment.

Overall Rating	Exemplary	Good	Fair	Poor
	99.0%			

### 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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>ELA/Literacy</b>	31%	35%	65%	65%	48%	50%
<b>Mathematics</b>	19%	27%	49%	51%	37%	38%

**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.

#### CAASPP Assessment Results by Student Group

ELA test results 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.



## SCHOOL ACCOUNTABILITY REPORT CARD

### CAASPP Test Results in ELA by Student Groups, Grades 3-8 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	435	429	98.62%	34.50%
Male	201	197	98.01%	29.95%
Female	234	232	99.15%	38.36%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	379	375	98.94%	31.47%
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	37	97.37%	59.46%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	373	370	99.20%	31.08%
English Learners	315	315	100.00%	30.79%
Students with Disabilities	74	72	97.30%	6.94%
Students Receiving Migrant Education Services	12	12	100.00%	16.67%
Foster Youth	--	--	--	--

### CAASPP Test Results in Mathematics by Student Groups, Grades 3-8 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	435	428	98.39%	26.87%
Male	201	196	97.51%	22.45%
Female	234	232	99.15%	30.60%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	379	374	98.68%	24.33%
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	37	97.37%	40.54%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	373	369	98.93%	25.20%
English Learners	315	315	100.00%	25.40%
Students with Disabilities	74	71	95.95%	5.63%
Students Receiving Migrant Education Services	12	12	100.00%	25.00%
Foster Youth	--	--	--	--

**Note:** CAASPP assessment 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



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### California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

**Note:** The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

**Note:** Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in both assessments.

### Other Pupil Outcomes

#### California Physical Fitness Test Results (2017-18)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the [CDE PFT web page](#).

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	29.3%	25.0%	15.5%

### Engagement

#### State Priority: Parental Involvement

**Contacts:** Jennifer Carter, Principal  
Erica Obrist, Assistant Principal

**Phone Number:** (760) 290-2000

Parents are on our School Site Council, which approves our annual School Safety Plan and our Single Plan for Student Achievement. Parents also serve on the English Learner Advisory Committee (ELAC), advises the principal and staff on the school’s programs for English Learners.

Our PTO, which always welcomes new members, provides volunteers for classroom work and major school projects. Teachers welcome volunteers, especially for field trips and special projects.

### State Priority: School Climate:

#### Discipline

Our goal is to develop good citizenship and self-discipline through positive reinforcement. We teach and enforce clearly established rules and consequences. The campus is safe and orderly, and students care about themselves, others, and the school. Each student knows the “IB Way”: Do your Best Work, Make Good Choices and Be Respectful of School and Community. During weekly awards assemblies, we recognize students for their positive behavior and academic improvement, and achievement.

Students at our school are very responsible. Behavioral disruptions are minimal and handled quickly and positively centered around the “IB Way.” In those rare instances when problems do occur, our students know that they need to be held responsible for their behavior and are made aware that classroom disruptions impede learning for everyone. We also believe that it is often not fruitful to bar students from attending school. Our progressive discipline policy provides consequences based on the seriousness of student actions.

We have our “IB Way Ticket” program which is our school-wide incentive program based on following the IB Way and exhibiting the Learner Profile. Students receive tickets from any adult on campus and can collect them for attendance at an International Luncheon. Students may also use the tickets at the student store.

In rare instances, it is necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning on our school site.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
Suspensions	0.9%	0.6%	0.1%
Expulsions	0.0%	0.0%	0.0%
	District		
	2015-16	2016-17	2017-18
Suspensions	1.5%	2.0%	1.8%
Expulsions	0.1%	0.1%	0.0%
	State		
	2015-16	2016-17	2017-18
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

## SCHOOL ACCOUNTABILITY REPORT CARD

### School Safety Plan (2017-18)

#### SB187 Safety Plan

**Date the plan was last approved:** October 10, 2018

**Date the plan was last reviewed by staff:** September 19, 2018

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.

There is staff supervision 30 minutes before the start of school and immediately after dismissal. Crossing guards help children cross the streets near our school every morning and afternoon. We also hold monthly fire, earthquake, disaster, and intruder drills. All gates are locked once school begins.

Our Second Step Program is taught by our social worker for students in grades Kindergarten through 7th to promote conflict resolution, empathy, and problem-solving. Teachers are trained in positive progressive discipline and focus on a system of rewards and consequences. They also hold classroom meetings as needed to discuss conflicts between students.

### Other SARC Information:

#### Student Progress

All our teachers evaluate student progress through multiple measures. District-wide instructional calendars in language arts and mathematics are followed to ensure that all curriculum standards have been taught before trimester testing and state testing in the spring. The district administers assessments in language arts and math during each semester to determine student proficiency. These are used by our teachers to plan for remediation and enrichment. Students are also tested in Reading fluency and comprehension throughout the year to determine appropriate reading level. A writing assessment is also administered at the end of each semester to determine students' mastery of a specific domain of writing. Students take the CASSP test annually.

Teachers meet in grade level teams each week with the administration to discuss the instructional program, analyze assessment data, and to plan for improvement. Our classroom teachers are trained to support students using varied grouping strategies, differentiated instructional materials, and research-based instructional strategies. Also, After School Learning, and Homework Club through the San Marcos Boys and Girls Club provide additional services to ensure our students academically achieve. Report cards are sent home at the end of each semester. Parent-Teacher Goal Setting Conferences are scheduled in October to discuss each student's progress, and Report Cards are distributed at the end of the first semester.

### Average Class Size and Class Size Distribution (Elementary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	23.0	2	2	2	19.0	2	7		22.0	1	5	
Grade 1	20.0	5			24.0		4		22.0		5	
Grade 2	21.0	4	1		24.0		4		25.0		4	
Grade 3	22.0	4	1		21.0	1	4		25.0		4	
Grade 4	27.0		4		27.0		4		28.0		3	
Grade 5	26.0		4		29.0		4		26.0	1	3	1
Grade 6	25.0		3		31.0		3		27.0	2	3	4
Other	0.0				6.0	1			5.0	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).



## SCHOOL ACCOUNTABILITY REPORT CARD

### Academic Counselors and Other Support Staff (2017-18)

The following table lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school in our district.

Title	Number of FTEs* Assigned to the School
Psychologist	1.0
Social Worker	1.0
Speech/Language/Hearing Specialist	2.0
Nurse	0.33
Other: TOSA Intervention Support Teacher	4.41

\* 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.

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$9,068	\$2,894	\$6,174	\$79,922
District			\$7,664	\$79,218
State			\$7,125	\$80,764
Percent Difference: School/District			(19%)	1%
Percent Difference: School/State			(13%)	(1%)

- Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

### Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,922	\$47,903
Mid-Range Teacher Salary	\$75,842	\$74,481
Highest Teacher Salary	\$95,873	\$98,269
Average Principal Salary (Elem)	\$120,248	\$123,495
Average Principal Salary (Middle)	\$127,163	\$129,482
Average Principal Salary (High)	\$143,974	\$142,414
Superintendent Salary	\$333,971	\$271,429
Percent of District Budget		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	5.0%	5.0%

### Other Funding Sources (Fiscal Year 2017-18)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- Gifted and Talented Education (GATE)
- Teacher Credential Block Grant
- Lottery Instructional Materials
- Title I
- Title II Part A
- Title II Part B Math & Science
- Current Wisdom Grant
- CSEA Check Grant
- ASES-After School Program

### 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

## SCHOOL ACCOUNTABILITY REPORT CARD

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 2017-18, the district continued to focus professional learning on the implementation of state academic content standards in English language arts, English language development, mathematics and science. Understanding the more rigorous expectations of the content standards, learning evidence-based instructional strategies that best support the standards and using newly purchased resources that align to the standards have been topics over time. The use of devices and digital curriculum to support the implementation of the new standards 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.

### 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

### 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.

