

San Elijo Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

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

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.

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.

2022-23 School Contact Information

School Name	San Elijo Elementary School
Street	1615 Schoolhouse Way
City, State, Zip	San Marcos
Phone Number	(760) 290-2600
Principal	Gary Pope
Email Address	gary.pope@smusd.org
School Website	https://sanelijoelementary.smusd.org/
County-District-School (CDS) Code	37737910111468

2022-23 District Contact Information

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

2022-23 School Overview

San Elijo Elementary is a dynamic and supportive school community grounded in the belief that all belong, feel safe, and work together. Individually and collectively, our students develop a passion and curiosity for learning and exploration. We meet our students where they are, capitalizing on strengths and supporting social, emotional, and academic needs so all students are poised to excel.

All staff members believe in knowing students' by name, by need, and by strengths. Our instructional leadership team works collaboratively with site administration to create structured weekly collaboration within their grade levels. Our teachers hold bi-monthly grade-level meetings to discuss student learning outcomes focused on the four Professional Learning Community questions: What do we expect our students to learn? How will we know they're learning? How will we respond when students are not meeting the standards? How will we respond when students have already mastered the content?

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	130
Grade 1	120
Grade 2	150
Grade 3	138
Grade 4	156
Grade 5	180
Total Enrollment	874

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	51.5
American Indian or Alaska Native	0.1
Asian	6.6
Black or African American	0.0
Filipino	1.5
Hispanic or Latino	20.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	8.0
White	63.0
English Learners	5.8
Foster Youth	0.2
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	14.6
Students with Disabilities	11.6



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.50	94.94	702.00	86.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	5.06	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	39.50	100.00	808.80	100.00	274759.10	100.00

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

2021-22 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)	35.50	96.73	734.70	88.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.40	1.63	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.50	1.27	11953.10	4.28
Unknown	1.10	3.24	68.20	8.24	15831.90	5.67
Total Teaching Positions	36.70	100.00	829.00	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.50	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.40	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Reading Writing Listening and Speaking

Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” (ELA CCSS)

Students use a variety of instructional materials in ELA to meet these instructional goals.

English Language Development (ELD)

English Learner students engage in daily ELD lessons that provide challenging English language development skills in alignment to gain English language proficiency. (ELD CCSS)

ELA/ELD Supplemental Instructional Materials

Benchmark Steps to Advance

iReady Reading Path

Benchmark E-Books, Charts, Videos

myOn Digital Reading Library

Guided Language Acquisition Design (GLAD)

Rosetta Stone

Math:

Students receive standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” (Math CCSS)

Students use a variety of instructional materials in math to meet these instructional goals.

Mathematics Supplemental Instructional Materials

iReady Math Path

iReady Digital Teacher Toolbox

Math Discourse Cards

Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers

K-5 Math Journals

K-5 Math iReady workbook, Curriculum Associates

Math San Francisco Unified School District Online Resources

Dream Box personalized digital program (TK)

Science:

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

Social Studies:

Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

Year and month in which the data were collected

10/29/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Benchmark Advance, adopted in 2016	Yes	0%
Mathematics	TK- Benchmark Ready to Advance, adopted in 2017 Ready Classroom Mathematics, adopted in 2020 iReady SFUSD Math TK Units, adopted in 2019	Yes	0%
Science	Integrated in Benchmark Advance Units, adopted in 2016 Virtual STEAM and Innovation, adopted in 2020 Mystery Science, adopted in 2020	Yes	0%
History-Social Science	Integrated in Benchmark Advance Units, adopted in 2016	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

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

Cleaning Process and Schedule

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

Maintenance and Repair

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

Year and month of the most recent FIT report

10/06/2021 - 10/06/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 131 communication : 4: (D) Ceiling tiles are stained Room 309: 4: (D) Ceiling tiles are stained Room 321: 4: (D) Ceiling tiles are stained Room KOC 02: 4: (D) Ceiling tiles missing, damaged or loose Room KOC 03: 4: (D) Ceiling tiles are stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 302: 7: (D) Lighting covers are missing, damaged, or loose Room 313 Play Storage: 7: (D) Electrical panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work Room D: 9: (D) Water leak- Inform site guide during the inspection
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 600 Staff RR: 15: (D) Loose or sticky door locks and latches

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	71	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	67	N/A	46	N/A	33

2021-22 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	472	98.54	1.46	70.97
Female	233	229	98.28	1.72	76.42
Male	243	240	98.77	1.23	65.83
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	82.76
Black or African American	0	0	0.00	0.00	0.00
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	120	119	99.17	0.83	54.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	40	40	100.00	0.00	77.50
White	278	273	98.20	1.80	76.56
English Learners	26	26	100.00	0.00	26.92
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	66.67
Socioeconomically Disadvantaged	57	57	100.00	0.00	36.84
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	61	98.39	1.61	19.67

2021-22 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	472	98.54	1.46	67.37
Female	233	229	98.28	1.72	65.50
Male	243	240	98.77	1.23	69.58
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	79.31
Black or African American	0	0	0.00	0.00	0.00
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	120	119	99.17	0.83	54.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	40	40	100.00	0.00	67.50
White	278	273	98.20	1.80	71.79
English Learners	26	26	100.00	0.00	23.08
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	73.33
Socioeconomically Disadvantaged	57	57	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	61	98.39	1.61	32.79

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	61.49	--	39.3	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	174	97.75	2.25	61.49
Female	88	87	98.86	1.14	59.77
Male	88	85	96.59	3.41	63.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	43	41	95.35	4.65	51.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100	0	54.55
White	115	113	98.26	1.74	65.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.45	4.55	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	19.05

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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.

2022-23 Opportunities for Parental Involvement

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

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	902	899	156	17.4
Female	430	428	68	15.9
Male	465	464	87	18.8
American Indian or Alaska Native	1	1	1	100.0
Asian	60	60	9	15.0
Black or African American	1	1	0	0.0
Filipino	13	13	4	30.8
Hispanic or Latino	184	184	47	25.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	73	73	13	17.8
White	569	566	81	14.3
English Learners	54	54	13	24.1
Foster Youth	3	3	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	136	134	40	29.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	124	124	32	25.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.15	1.85	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The Comprehensive School Safety Plan was approved by the San Marcos Unified School District on November 16, 2021. The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

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

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	6	
1	21	2	4	
2	28		6	1
3	24		8	
4	34			5
5	32		4	
Other	19	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	1	
1	21	2	4	
2	22		6	
3	22	4	3	
4	31		5	
5	31		5	
Other	16	3	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	23		5	
2	24		6	
3	26		5	
4	26		6	
5	29		6	
Other	13	3	1	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	7931	1646	6285	78942
District	N/A	N/A	8305	\$86,950
Percent Difference - School Site and District	N/A	N/A	-27.4	-1.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-4.8	-4.6

2021-22 Types of Services Funded

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$43,129	\$51,081
Mid-Range Teacher Salary	\$86,253	\$77,514
Highest Teacher Salary	\$109,036	\$105,764
Average Principal Salary (Elementary)	\$137,535	\$133,421
Average Principal Salary (Middle)	\$142,627	\$138,594
Average Principal Salary (High)	\$164,381	\$153,392
Superintendent Salary	\$250,000	\$298,377
Percent of Budget for Teacher Salaries	37%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well as the National Center on Education and the Economy (NCEE).

Our elementary professional learning is focused on Orton Gillingham, Ready Mathematics, Professional Learning Communities, Gifted and Talented Education (GATE) Certification, and Synergy. Professional learning is grounded in meeting the academic and social emotional needs of all students. Our ongoing training and PLC cycles support learning recovery interventions in the classrooms and extended learning groups. A refocus on ongoing formative assessments and data driven discussions allows teachers to provide students with prescriptive academic and social emotional interventions and enrichment opportunities. Teachers who work with students with special needs engage in ongoing collaboration to implement more inclusive delivery models.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	32