Double Peak School

111 San Elijo Rd • San Marcos • (760) 290-2340 • Grades K-8
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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

Stacy Carlson, President

Sydney Kerr, Vice President

Jaime Chamberlin, Clerk

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Carlos Ulloa, Member

District Administration

Dr. Kevin Holt, Interim Superintendent
Superintendent

Tiffany Campbell
Assistant Superintendent Instructional Services

Henry H. Voros
Assistant Superintendent Human Resources

Michael Taylor
Assistant Superintendent Business Services

School Description
Double Peak School is committed to its Vision and Core Values.

Vision
A dynamic learning community empowering the hearts and minds.

Core Values
- Developing integrity, empathy, and determination in the visionary leaders of tomorrow. (Character)
- Providing meaningful and purposeful instruction, which supports academic achievement and inspires curiosity, critical thinking, and innovation.
- (Curriculum/Instruction/Achievement)
- Providing a safe, nurturing environment that fosters respectful peer relationships and embraces a culture of leadership. (Culture)

Principal's Message
At Double Peak the students, families, and staff all take part in a very exciting, thought-provoking, and engaging experience. The endless possibilities of a K-8 environment provide what education can and must look like for the future. Innovation and collaboration will be the driving force in designing and developing a true K-8 experience. Our unique learning opportunities in music, innovation and the arts provide all students with an engaging and rigorous school experience. It is an exciting time in education and DPS is at the forefront of many new ideas, programs, and experiences. "The Leader in Me' program is at the core of our beliefs. Students and staff are expected to conduct themselves with the seven habits in mind.

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
Kindergarten	127
Grade 1	131
Grade 2	139
Grade 3	150
Grade 4	151
Grade 5	154
Grade 6	154
Grade 7	172
Grade 8	139
Total Enrollment	1,317

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.5
Asian	9.3
Filipino	2.7
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.3
White	56.5
Two or More Races	8.6
Socioeconomically Disadvantaged	14.5
English Learners	4.6
Students with Disabilities	6.6

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

Teacher Credentials for Double Peak School	18-19	19-20	20-21
With Full Credential	59.8	61	58
Without Full Credential	0	0	0
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 Double Peak 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)
ELEMENTARY (K-5)
Reading Writing Listening and Speaking
Students receive a standards-based curriculum designed to "help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California's vision that all students graduate from our public-school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy." ELA CCSS
Students use a variety of instructional materials in ELA to meet these instructional goals.

English Language Development (ELD)
English Learner students engage in daily ELD lessons. These lessons provide EL's challenging English language development to gain proficiency in a range of rigorous academic skills. ELD CCSS

ELA/ELD Supplemental Instructional Materials
K-5 Benchmark Universe, Benchmark Steps to Advance digital library, E-Books, ePocket Chart, Videos, iReady Learning/Reading
Rosetta Stone

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

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

- Mathematics Supplemental Instructional Materials
- Ready Mathematics Classroom iReady/ Math Learning
- K-5 Math Investigations Kit, 2012 Pearson
- K-5 Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers
- K-5 Teaching Student Centered Math Teacher
- K-5 Math Journals
- K-5 Math iReady workbook, Curriculum Associates
- Math San Francisco Unified School District (online)
- Dream Box personalized digital program (TK)

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. Integration of NGSS grade level standards occur through Benchmark Advance ELA-ELD core curriculum, Mystery Science and Virtual STEAM Innovation. 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 content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation. Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

SECONDARY (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 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 the 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 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 civiliza¬tions. Students in grade seven study the social, cultural, and technological changes that oc¬curred in Europe, Africa, and Asia in the years A.D. 500–1789. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. SMUSD teachers are incorporating the California History-Social Studies Framework adopted in 2016 and the California Common Core State Standards in Literacy for History/Social Sciences that focus heavily on aspects of reading, writing and research.

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	K-5 Benchmark Advance, adopted in 2016 TK- Benchmark Ready to Advance, adopted in 2017 Springboard, 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Ready Classroom Mathematics, adopted in 2020 iReady 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	Scott Foresman Science, adopted in 2009 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	SFUSD Math TK Units, adopted in 2019 Benchmark Advance, adopted in 2016 Virtual STEAM and Innovation, adopted in 2020 World History & US History, 2020 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	See above, adopted in 2013-2020

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

School Facility Conditions and Planned Improvements (Most Recent Year)
School Facility Conditions and Planned Improvements
Double Peak School was built in 2016. It is in beautiful condition and supports a K-8 environment.

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: 10/14/2020 - 10/15/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	A 113 PE women's office : 4: (D) Ceiling tiles missing, damaged or loose B 101 kitchen office : 4: (D) Ceiling tiles missing, damaged or loose Boys Restrooms outside by lockers: 4: (D) Walls have damage from cracks, tears, holes or water damage C 201 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose C 203 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose D 105 (Corridor): 4: (D) Ceiling tiles missing, damaged or loose E 134 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing Hallway: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Girls RR Lobby: 7: (D) lighting fixture or bulbs are not working or missing 15: (D) Loose or sticky door locks and latches A 112 Girls Locker Room: 7: (D) lighting fixture or bulbs are not working or missing Boys RR: 7: (D) lighting fixture or bulbs are not working or missing Bridge D/E: 7: (D) lighting fixture or bulbs are not working or missing C 108 (Staff Lounge): 7: (D) lighting fixture or bulbs are not working or missing D 104 (Lab): 7: (D) lighting fixture or bulbs are not working or missing D/E Connecting Hall: 7: (D) lighting fixture or bulbs are not working or missing E 112 (Staff Collaboration): 7: (D) lighting fixture or bulbs are not working or missing E 123 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing E 134 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing E 139 workroom: 7: (D) lighting fixture or bulbs are not working or missing E 201 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing E 213 (Staff Work Room): 7: (D) lighting fixture or bulbs are not working or missing E 226 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing Girls RR: 7: (D) lighting fixture or bulbs are not working or missing Hallway: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing Stage Storage: 7: (D) lighting fixture or bulbs are not working or missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Girls RR Lobby: 7: (D) lighting fixture or bulbs are not working or missing 15: (D) Loose or sticky door locks and latches C 116 (Vault): 15: (D) Locks and other security hardware are not functioning properly C 126 Outside Fire Riser: 15: (D) Locks and other security hardware are not functioning properly E 130 (IDF): 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	81	N/A	67	N/A	50	N/A
Math	70	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	53	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)
Our PTO, School Site Council, and the English Language Advisory Council are all active groups of parents and staff, who work diligently to support and guide the school. New members are always welcomed. While this school year poses unique challenges for welcoming volunteers, it is our hope that we can invite guests back on to our campus for the next school year. All teachers typically welcome volunteers, especially for field trips, special projects, and weekly classroom support. We believe strongly that parental involvement is the key to individual student and school success. We encourage parents to take an active role in our school, and we are proud of both the number and commitment of our parent volunteers. Every day parents actively participate at Double Peak School by volunteering in classrooms, working with students in the Makerspace and Innovation Lab or volunteering after hours for various PTO/Music events. This year we are able to offer opportunities virtually for parent education and school collaboration.

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)
Date the plan was last approved and reviewed: 11/17/2020

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) lockdown procedures.

A copy of the plan is available for inspection by the public at each school.

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	0.4	0.7	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*	693.2

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	0.5
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	5.2

*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 (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	2	4		19	2	5	4	21		2	
1	21	1	3		23		6		26		5	
2	23		5		27		5		23	5		
3	26		5		24		6		25		6	
4	34			4	31		5		30		5	
5	36			4	22	2	5		31		5	
6	35	3	8	16	35	1	8	25	30	2	22	10
Other**	16	1	1						15	3	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	107	97	59

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.

Our elementary level focused professional learning on the continued implementation of state academic standards in English language Arts (ELA), English language development (ELD) and mathematics. Our district ELA/ELD leadership team received training in Tier I literacy and ELD grounded in formative, summative, assessments, and differentiated instruction. Our teachers have received training in our new math core curriculum Read Classroom Mathematics/iReady Teacher grade level leaders received support to deepen their understanding of effective Professional Learning Communities (PLC).

Various means of professional learning were offered: face-to-face workshops during the regular work day, during school breaks, after school as well as online sessions available for staff. Principals and ELA/ELD and math teacher leaders provided staff development during regularly scheduled staff meeting 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.

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:
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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.

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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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7472	6125	1347	75316
District	N/A	N/A	8002	$80,122
State	N/A	N/A	$7,750	$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-27.1	1.8
School Site/ State	-23.9	-1.8

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

Types of Services Funded
- Gifted and Talented Education (GATE)
- LCAP Supplemental
- Credential Music Teacher
- Literacy Teacher On Special Assignment

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.