Double Peak School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Double Peak School
Street	111 San Elijo Rd
City, State, Zip	San Marcos
Phone Number	(760) 290-2340
Principal	Erica Obrist
Email Address	erica.obrist@smusd.org
School Website	https://doublepeakschool.smusd.org/
County-District-School (CDS) Code	37737910131433

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 School 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 are the driving forces 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 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. The Instructional Leadership Team meets regularly to ensure students' safety is paramount, emotional and academic needs at each grade level are addressed, and that the school climate is one of shared leadership.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	131
Grade 2	107
Grade 3	132
Grade 4	138
Grade 5	138
Grade 6	161
Grade 7	138
Grade 8	153
Total Enrollment	1,211

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	2.4%
Asian	10.6%
Filipino	3.4%
Hispanic or Latino	21.8%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	9.6%
White	51.9%
English Learners	5.8%
Foster Youth	0.2%
Homeless	0.5%
Migrant	0.2%
Socioeconomically Disadvantaged	19.9%
Students with Disabilities	13.6%

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)	47.60	92.70	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)	2.70	5.35	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.95	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	51.30	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)	52.20	95.60	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)	0.40	0.73	13.40	1.63	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.47	10.50	1.27	11953.10	4.28
Unknown	1.10	2.18	68.20	8.24	15831.90	5.67
Total Teaching Positions	54.60	100.00	829.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2.70	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.70	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	0.00
Local Assignment Options	0.00	0.80
Total Out-of-Field Teachers	1.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	5.3	2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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)
Emerging Bilingual 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 iReady workbook, Curriculum Associates

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 occurs 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	California Collections, 2017 English Language Development - California Collections, 2017	Yes	0%
Mathematics	Big Ideas MATH: Course 1 (6th Grade), adopted in 2015 Course 2 (7th Grade), adopted in 2015 Course 2 Accelerated, adopted in 2015 Course 3 (8th Grade), adopted in 2015 Algebra 1, adopted in 2015	Yes	0%
Science	Focus on Earth, Physical, and Life Science , adopted in 2008	Yes	0%
History-Social Science	InWorld History & US History, adopted in 2020	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements
Double Peak School was built in 2016. It is in good condition and supports a K-8 learning 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 and follow 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	07/25/2023 - 08/01/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	68	60	59	47	46
Mathematics (grades 3-8 and 11)	61	65	46	47	33	34

2022-23 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	861	832	96.63	3.37	68.35
Female	400	386	96.50	3.50	74.87
Male	461	446	96.75	3.25	62.70
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00	0.00	77.91
Black or African American	22	22	100.00	0.00	50.00
Filipino	31	30	96.77	3.23	80.00
Hispanic or Latino	182	172	94.51	5.49	50.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	81	81	100.00	0.00	76.54
White	453	435	96.03	3.97	71.72
English Learners	43	41	95.35	4.65	7.32
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	189	95.94	4.06	44.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	128	120	93.75	6.25	28.33

2022-23 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	861	834	96.86	3.14	64.87
Female	400	387	96.75	3.25	63.31
Male	461	447	96.96	3.04	66.22
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00	0.00	74.42
Black or African American	22	22	100.00	0.00	54.55
Filipino	31	30	96.77	3.23	80.00
Hispanic or Latino	182	174	95.60	4.40	48.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	81	81	100.00	0.00	69.14
White	453	435	96.03	3.97	68.05
English Learners	43	42	97.67	2.33	16.67
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	191	96.95	3.05	40.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	128	120	93.75	6.25	28.33

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.33	46.93	39.30	39.64	29.47	30.29

2022-23 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	294	278	94.56	5.44	46.93
Female	129	121	93.80	6.20	47.11
Male	165	157	95.15	4.85	46.79
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	59.38
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	63	58	92.06	7.94	29.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	56.52
White	152	143	94.08	5.92	48.95
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	60	95.24	4.76	30.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	35	89.74	10.26	17.14

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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
Grade 9	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

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 welcome. Families are given opportunities to participate in school events and to work on committees that make decisions that support the school. 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 or Music events. Our school district offers trainings that parents can participate in to help support their children outside of school as well.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1251	1246	208	16.7
Female	584	582	92	15.8
Male	667	664	116	17.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	2	33.3
Asian	131	130	10	7.7
Black or African American	27	27	7	25.9
Filipino	41	41	10	24.4
Hispanic or Latino	275	275	73	26.5
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	121	119	19	16.0
White	646	644	86	13.4
English Learners	78	78	23	29.5
Foster Youth	3	3	0	0.0
Homeless	13	13	6	46.2
Socioeconomically Disadvantaged	302	301	91	30.2
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	202	201	55	27.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.08	1.12	0.64	0.15	1.85	2.51	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0
Female	0	0
Male	1.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.76	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.08	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.97	0

2023-24 School Safety Plan

Date the plan was last approved and reviewed by our School's Site Council: 11/07/2023

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 according 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 the school site.

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.

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	21	2	3	
1	23	1	4	
2	26		5	
3	27		5	
4	31		5	
5	37			4
6	45	9	1	11
Other	19	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	22		6	
1	25		4	
2	25		5	
3	23		6	
4	26		5	
5	28		4	
6	29	7	8	17
Other	14	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	6	0	0
1	26	0	5	0
2	21	0	5	0
3	26	0	5	0
4	31	0	4	0
5	26	1	4	0
6	30	5	13	16
Other	16	2	1	0

2022-23 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	1513.75

2022-23 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)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7850	1568	6282	80751
District	N/A	N/A	8305	$89,968
Percent Difference - School Site and District	N/A	N/A	-27.1	1.8
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-4.8	-1.8

Fiscal Year 2022-23 Types of Services Funded

Gifted and Talented Education (GATE)
LCAP Supplemental
Credentialed Music Teacher
Instructional Aide to support Literacy
Before/ After School Learning Opportunities

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$44,639	$55,550
Mid-Range Teacher Salary	$89,272	$84,645
Highest Teacher Salary	$112,852	$111,284
Average Principal Salary (Elementary)	$142,348	$139,860
Average Principal Salary (Middle)	$146,938	$146,440
Average Principal Salary (High)	$170,134	$158,447
Superintendent Salary	$284,625	$278,268
Percent of Budget for Teacher Salaries	36.38%	32.21%
Percent of Budget for Administrative Salaries	4.74%	4.89%

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 two-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 Institute for Instructional Leadership (NISL).

In the 2023-2024 school year, at the secondary level, the district focused professional learning on the continued implementation of state academic standards in English language arts, English development, mathematics, science, and history. Attention was placed on identifying key learnings and integrating common formative assessments in English language arts and math within the instructional cycle. Math teachers were provided the opportunity to engage in Standards for Mathematical Practices. 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.

Various means of professional learning were offered: professional development during the regular workday, school breaks, and after school, and 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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	24