

# San Marcos Middle 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

<b>School Name</b>	San Marcos Middle School
<b>Street</b>	650 West Mission Road
<b>City, State, Zip</b>	San Marcos
<b>Phone Number</b>	(760) 290-2503
<b>Principal</b>	Nicky Scott
<b>Email Address</b>	nicole.scott@smusd.org
<b>School Website</b>	<a href="https://sanmarcosmiddle.smusd.org/">https://sanmarcosmiddle.smusd.org/</a>
<b>County-District-School (CDS) Code</b>	37737916039093

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### School Vision

San Marcos Middle School is a thriving community centered around all students reaching the highest levels of academic achievement, enabling them to expand their potential, and preparing them to become productive, responsible, ethical, creative and compassionate members of society. We strive to consciously create an environment of respect and inclusion and to support ethnic, racial, religious and socio-economic diversity among all the constituencies of our school.

### School Mission

Our mission is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance & inclusion, and academic excellence.

### SMMS' School-Wide Instructional Initiatives:

This year, our Instructional Leadership Team will establish instructional systems and practices for Tier 1 support. The team is responsible for implementing the PLC model during their team time, ensuring teacher collaboration and planning of lessons centered around high-quality education, monitoring school-wide data, and ensuring students receive equitable access to the curriculum. Specific areas of the of the PLC model includes:

High-Quality Instruction- rooted in clear learning objectives, specific to standards, content or skills learned and demonstrated by the students

Literacy Across Curricular- domains of reading, writing, listening, and speaking are evident for assessing student learning of key ideas

Knowledge of Results- providing immediate feedback on performance related to the learning

Data Monitoring- using data to drive instruction and improve student achievement

## 2023-24 School Description and Mission Statement

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

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	312
Grade 7	327
Grade 8	292
Total Enrollment	931

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	1.3%
Asian	4%
Filipino	2.3%
Hispanic or Latino	71.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	4.3%
White	16.3%
English Learners	24.9%
Foster Youth	0.1%
Homeless	1.5%
Migrant	3.4%
Socioeconomically Disadvantaged	64.7%
Students with Disabilities	17.3%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.50	89.38	702.00	86.80	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.40	0.18	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.70	10.19	90.60	11.20	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.43	14.60	1.82	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	46.50	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	43.90	83.95	734.70	88.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	0.24	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	2.65	13.40	1.63	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	10.50	1.27	11953.10	4.28
<b>Unknown</b>	7.00	13.38	68.20	8.24	15831.90	5.67
<b>Total Teaching Positions</b>	52.30	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
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	4.70	1.30
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	4.70	1.30

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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.20	0.00
<b>Total Out-of-Field Teachers</b>	0.20	0.00

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.9	3.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.6	1.1

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 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), which 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 and the craft and structure within the text. Students collaborate and share their ideas in conversation and through writing. As students experience increasingly complex texts, they build their college and career readiness capacity.

**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 an 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 incorporate the California Common Core State Standards in Literacy for Sciences that focus heavily on aspects of reading, writing, and research. SMUSD has adopted the preferred integrated model for grades six through eight, using a phenomena-based approach to instruction. In grade six, the guiding concept from the California Science Framework is "systems within organisms and between them are adapted to Earth's climate systems." Students focus on the interaction between living systems and their physical environment and use physical science to explain processes within each of these systems. The guiding concept in grade seven builds on students' understanding of systems from grade six: "Natural processes and human activities cause energy to flow and matter to cycle through Earth's systems." Students track the cycling of matter and energy in chemical systems, food webs, the water cycle, and the rock cycle. Near the end of the year, students examine how human activities alter these systems. Integrated grade eight builds on the ideas of stability and change introduced at the end of grade seven with the guiding concept: "The processes that change Earth's systems at different spatial scales today also caused changes in the past." Students explain different episodes of mass extinction and species diversification during the first three instructional segments and then move to present-day changes at the end of the year. The course begins with students analyzing data about the diversity of species over the last 500 million years, which reveals evidence of several mass extinction events.

**Social Studies:** Students build their understanding of the human story through historical analysis, focusing on geography and historical interpretation. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, emphasizing 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.

**Year and month in which the data were collected**

10/29/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Springboard 2017	Yes	0%
<b>Mathematics</b>	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 Desmos	Yes	0%

<b>Science</b>	Focus on Earth, Physical, and Life Science, 2008	Yes	0%
<b>History-Social Science</b>	World History & US History, 2020	Yes	0%
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>Galeria (Spanish)</li> <li>Carnegie (Spanish)</li> <li>ASL(American Sign Language)</li> <li>Springboard, 2017 (ELD)</li> </ul>	Yes	0%
<b>Health</b>	Positive Prevention Plus (Health class)	Yes	0%

## School Facility Conditions and Planned Improvements

### School Facility Conditions

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

### Cleaning Process and Schedule

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

### Maintenance and Repair

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

### Year and month of the most recent FIT report

07/11/2023 - 07/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Boys Locker Room: 5: (D) Fewer than five percent of the bulbs have burned out
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			



## School Facility Conditions and Planned Improvements

### 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)	45	45	60	59	47	46
Mathematics (grades 3-8 and 11)	29	33	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
<b>All Students</b>	927	900	97.09	2.91	44.65
<b>Female</b>	448	436	97.32	2.68	48.97
<b>Male</b>	479	464	96.87	3.13	40.60
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	37	37	100.00	0.00	81.08
<b>Black or African American</b>	12	12	100.00	0.00	50.00
<b>Filipino</b>	21	21	100.00	0.00	61.90
<b>Hispanic or Latino</b>	659	638	96.81	3.19	33.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	40	40	100.00	0.00	77.50
<b>White</b>	157	151	96.18	3.82	70.67
<b>English Learners</b>	190	177	93.16	6.84	6.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	17	89.47	10.53	17.65
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	634	615	97.00	3.00	33.22
<b>Students Receiving Migrant Education Services</b>	34	34	100.00	0.00	35.29
<b>Students with Disabilities</b>	151	136	90.07	9.93	6.72

## 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
<b>All Students</b>	927	897	96.76	3.24	32.55
<b>Female</b>	448	436	97.32	2.68	30.50
<b>Male</b>	479	461	96.24	3.76	34.49
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	37	37	100.00	0.00	72.97
<b>Black or African American</b>	12	12	100.00	0.00	0.00
<b>Filipino</b>	21	21	100.00	0.00	57.14
<b>Hispanic or Latino</b>	659	634	96.21	3.79	23.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	40	40	100.00	0.00	52.50
<b>White</b>	157	152	96.82	3.18	56.58
<b>English Learners</b>	190	182	95.79	4.21	3.85
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	19	100.00	0.00	5.26
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	634	613	96.69	3.31	21.37
<b>Students Receiving Migrant Education Services</b>	34	32	94.12	5.88	28.13
<b>Students with Disabilities</b>	151	132	87.42	12.58	5.30

## 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
<b>Science</b> (grades 5, 8 and high school)	21.11	30.69	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
<b>All Students</b>	285	282	98.95	1.05	30.50
<b>Female</b>	142	139	97.89	2.11	27.34
<b>Male</b>	143	143	100.00	0.00	33.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	75.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	211	208	98.58	1.42	22.60
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	14	100.00	0.00	42.86
<b>White</b>	41	41	100.00	0.00	53.66
<b>English Learners</b>	51	50	98.04	1.96	4.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	193	191	98.96	1.04	20.94
<b>Students Receiving Migrant Education Services</b>	16	16	100.00	0.00	18.75
<b>Students with Disabilities</b>	42	40	95.24	4.76	7.50

**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

**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
<p>There are a variety of ways in which San Marcos Middle School and our staff actively engage parents, guardians, and family members in school activities and seek meaningful feedback regarding our programs and policies. For example, our staff regularly distributes electronic surveys to parents that include questions related to family events, trainings, and social-emotional focus areas for our students.</p> <p>Also, during the annual Back-to-School Night meeting held at the beginning of the school year, parents are informed of programs and interventions at SMMS, as well as Title 1 funding requirements, and School Site Council and English Language Advisory Committee membership. Information regarding curriculum, assessments used to measure progress, and student proficiency levels is also provided to parents during the Back-to-School Night, and during our 6th grade Crusader Tours (school orientation).</p> <p>We also seek parental input on meeting times for committees such as the Parent Teacher Organization (PTO), School Site Council, and the English Language Advisory Committee. Finally, our admin team sends weekly telephonic messages and emails to parents regarding programs and events at San Marcos Middle School.</p>

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	974	964	218	22.6
Female	471	464	107	23.1
Male	503	500	111	22.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	37	37	2	5.4
Black or African American	12	12	1	8.3
Filipino	22	21	4	19.0
Hispanic or Latino	701	692	174	25.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	41	41	7	17.1
White	159	159	30	18.9
English Learners	249	246	76	30.9
Foster Youth	1	1	0	0.0
Homeless	23	23	15	65.2
Socioeconomically Disadvantaged	667	661	170	25.7
Students Receiving Migrant Education Services	35	35	10	28.6
Students with Disabilities	172	170	56	32.9

## 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	0.10	3.38	2.77	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	2.77	0
Female	2.55	0
Male	2.98	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.71	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.63	0
English Learners	4.42	0
Foster Youth	0	0
Homeless	4.35	0
Socioeconomically Disadvantaged	3.15	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.91	0

## 2023-24 School Safety Plan

School safety is a priority for everyone. As such, our safety committee has been developed and has adopted the SDCOE Diamond Safety Team Concept. The safety committee is composed of a teacher, social worker, counselor, lead supervisor, SRO and Assistant Principal. The safety team has been trained in identifying possible concerning behaviors, threat assessment principles, and incident command systems. One of the roles of the safety team is to train all staff on safety practices. For the purpose of the Safety Plan this committee has examined data derived from existing board policies, student academics, dress code, education code of conduct, California Health Kids Survey, suspension/expulsion data, threats, past safety plans, and input from teachers and parents on SMMS' school site council and ELAC committee. The different measures of data were analyzed and thus, a new plan was developed focusing on the specific needs of students/staff, site, and community. Input from parents, students and community members played a huge role in the development of this safety plan, as it provides an avenue for testimony and concerns to be received and considered when various needs are addressed.

### Essential Components

The committee considered the three essential areas when developing this safety plan: safe physical environment, an emotionally nurturing environment, and student connectedness to our school. The committee addressed the need to have procedures in place to support each of the three areas within the plan. Most elements within the plan are designed to cover the needs of the school community from a variety of perspectives. San Marcos Middle is committed to providing a safe physical environment for all students and staff. In addressing this area, we have established procedures and guidelines promoting a safe and drug-free environment. Spearheading this effort are our proactive policies- monthly fire, lockdown, site evacuation, and earthquake preparedness and options-based drills. Our procedures also address the safe egress within the parking lot (with the flow of traffic maps provided to parents) and surrounding areas. Implementation of bright yellow/orange vests will be worn by staff performing emergency preparedness drills, supervision duties, and/or in aiding the parking lot areas. During emergency drills, the wearing of the vests can help students and staff identify who is trained to assist and direct them during an evacuation. Crossing guards with stop signs also provide added safety in the parking lots.



## 2023-24 School Safety Plan

To address parents' concerns regarding drug awareness and the social/emotional well-being of the students, we have also implemented Second Step, a program designed with lessons and workshops to assist students in coping with stress, anxiety, and balancing school and home life. Here at SMMS, we also have hosted assemblies throughout the year to discuss vaping, marijuana use, and bullying prevention. Some of these assemblies include our yearly Feel the Power assembly and a presentation from former DEA Agent Rocky Herron who educates with our students about the effects of drugs. We have also conducted parent drug awareness evening workshops for our parents. Additionally, the school safety plan provides procedures for a SMMS Student Discipline Plan which is revised annually to best meet the needs of the school community. Procedures have been established regarding sexual harassment, student dress code, teacher notification of dangerous students, and campus supervisor stations. Lastly, we equip our campus supervisors with walkie-talkies used to provide communication amongst the support staff on site regarding student safety. All supervisors have been trained on how to properly communicate over the radios and how to respond to a safety concern. Supervisors conduct safety checks throughout the day which include all gates remaining locked and enforcing all visitors to check in/check out as well as being escorted to designated areas on campus. One essential component of the school safety plan taken into consideration is establishing an emotionally nurturing environment for our students. To address this concern, San Marcos Middle School has implemented restorative practices focusing on conflict resolution skills (restorative circles), while developing caring and nurturing relationships between staff, students, and peers. Restorative Circles allow at-risk students to develop positive self-esteem and cultural awareness. We also have a school-wide tiered incentive program to support all students who follow our positive behavioral expectations of being respectful, responsible, and safe.

Along with school-wide expectations, we have also implemented school-wide social skills. Every morning during homeroom, all teachers teach a new social skill focusing on behavior and executive functioning skills. For example, SMMS offers a VIP card (Gold, Silver, and Bronze) every eight weeks to reward students for demonstrating positive behavior, good attendance, and academic growth. Research shows that when students feel connected to their school environment they produce better outcomes all around. To keep a pulse on how our students feel about their belonging and connectedness to SMMS, a survey is given to all students. We use this data to design school activities and initiatives to support student needs.

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	22	18	
Mathematics	23	13	16	
Science	25	3	24	
Social Science	25	6	18	3

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	22	40	4
Mathematics	29	4	29	11
Science	30		37	5
Social Science	30		35	7

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	24	27	11
Mathematics	26	7	31	6
Science	27	5	39	0
Social Science	29	0	39	1

## 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	465.5

## 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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	9370	2468	6902	88775
District	N/A	N/A	8305	\$89,968
Percent Difference - School Site and District	N/A	N/A	-31.7	8.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	4.6	4.4

## Fiscal Year 2022-23 Types of Services Funded

LCAP Supplemental  
Title I  
ASES-After School Program

## 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
<b>Beginning Teacher Salary</b>	\$44,639	\$55,550
<b>Mid-Range Teacher Salary</b>	\$89,272	\$84,645
<b>Highest Teacher Salary</b>	\$112,852	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$142,348	\$139,860
<b>Average Principal Salary (Middle)</b>	\$146,938	\$146,440
<b>Average Principal Salary (High)</b>	\$170,134	\$158,447
<b>Superintendent Salary</b>	\$284,625	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	36.38%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	51	51	51