

Twin Oaks Elementary 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/fq/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	Twin Oaks Elementary School
Street	1 Cassou Road
City, State, Zip	San Marcos, CA 92069
Phone Number	(760) 290-2588
Principal	Angelica Barragan-Su
Email Address	Angelica.Barragan-Su@smusd.org
School Website	https://twinoakselementary.smusd.org/
County-District-School (CDS) Code	37737916115349

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Everyone at Twin Oaks Elementary School believes that all students can learn. Our mission is to maintain a positive, safe, and orderly learning environment where academic excellence is the standard, diversity is valued, and all children reach their full potential as students and as people through the 3 Pillars of Dual Immersion: High Academic Achievement, Bilingualism & Biliteracy, and Sociocultural Competence. The staff at Twin Oaks Elementary School, in partnership with parents and community, is committed to developing responsible, resourceful, life-long learners in an atmosphere of mutual respect, pride, and cooperation. In accomplishing this mission, all students will acquire knowledge, skills, and attitudes to be successful in school and in a global society.

The Twin Oaks staff has high expectations for all students. We are committed to establishing a learning environment that is safe, inclusive, stimulating and motivating. Our staff is committed to the pursuit of excellence and works hard to ensure all students are successful. We encourage parental involvement and value the partnership between home and school. Our goal is for each student to experience a sense of pride and accomplishment.

Major Achievements:

California Distinguished School - 2002

National Blue Ribbon - 2004

Title I Academic Achievement Award - 2002, 2003, 2004

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	152
Grade 1	112
Grade 2	100
Grade 3	116
Grade 4	105
Grade 5	90
Total Enrollment	675

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	52%
American Indian or Alaska Native	0.7%
Asian	2.1%
Filipino	3.4%
Hispanic or Latino	54.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	5.3%
White	33.6%
English Learners	22.2%
Foster Youth	0.1%
Homeless	0.6%
Migrant	1%
Socioeconomically Disadvantaged	41.6%
Students with Disabilities	17.5%

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)	22.50	73.77	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)	8.00	26.23	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	30.50	100.00	808.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	86.57	734.70	88.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.40	1.63	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.50	1.27	11953.10	4.28
Unknown	4.20	13.47	68.20	8.24	15831.90	5.67
Total Teaching Positions	31.10	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	8.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	8.00	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.

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

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

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)	28.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	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)

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

ELA/ELD Supplemental Instructional Materials

Benchmark Steps to Advance	iReady Reading Path
Benchmark E-Books, Charts, and videos	myOn Digital Reading Library
Guided Language Acquisition Design (GLAD)	Lexia English/Language Power
Language Power	

SLD Supplemental Instructional Materials

iStation Educational Software

Math

Students receive a 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
Math San Francisco Unified School District Online Resources
Dream Box personalized digital program (TK)

Science

NGSS grade-level standards are the Benchmark Advance ELA-ELD core curriculum, Mystery Science, and Virtual STEAM Innovation Aligned Units. Mystery Science Teacher membership is available.

Social Studies

Social Studies grade level standards are integrated 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	<ul style="list-style-type: none"> K-5 Benchmark Advance 2016 TK-Benchmark Ready to Advance TK Early Learning Enhancement 2017 K-2 Dynamite Decodables 2017 	Yes	0%

Mathematics	<ul style="list-style-type: none"> • Ready Classroom Mathematics, adopted in 2020 • iReady, adopted in 2019 <p>Ready to Advance, adopted in 2019</p>	Yes	0%
Science	<ul style="list-style-type: none"> • Integrated in Benchmark Advance Units, adopted in 2016 • Virtual STEAM and Innovation, adopted in 2020 • Mystery Science, adopted in 2020 	Yes	0%
History-Social Science	- Integrated in Benchmark Advance Units, adopted in 2016	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Twin Oaks Elementary opened in 1998 with 700 students, and there continues to be an average of 700 students. Lunches are staggered to relieve crowding on the playground. The three playgrounds have been rebuilt and there are new floors throughout the school. The school consists of seven buildings and eight portable classrooms. Together they accommodate approximately 830 people. There are 32 classrooms, a multipurpose room, a library, and an administration building. The facilities are in excellent condition and are maintained by a dedicated custodial staff.

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 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 emergency repairs are given the highest priority.

Year and month of the most recent FIT report

07/07/2023 - 07/07/2023

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			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	<p>State Priority: Pupil Achievement</p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>
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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)	48	47	60	59	47	46
Mathematics (grades 3-8 and 11)	49	46	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	312	307	98.40	1.60	46.58
Female	160	158	98.75	1.25	51.90
Male	151	148	98.01	1.99	40.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	169	167	98.82	1.18	32.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	58.82
White	100	98	98.00	2.00	64.29
English Learners	61	59	96.72	3.28	11.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	150	98.68	1.32	31.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	60	96.77	3.23	16.67

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	312	308	98.72	1.28	46.43
Female	160	158	98.75	1.25	47.47
Male	151	149	98.68	1.32	45.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	169	168	99.41	0.59	29.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	76.47
White	100	98	98.00	2.00	66.33
English Learners	61	60	98.36	1.64	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	151	99.34	0.66	32.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	60	96.77	3.23	18.33

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)	34.26	44.19	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	88	88	100.00	0.00	44.32
Female	41	41	100.00	0.00	43.90
Male	46	46	100.00	0.00	43.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	27.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	77.78
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	20.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	26.32

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
Our goal is to engage parents to become partners in their child's education. Parent engagement includes timely communication regarding their child's academic progress, information regarding our school's programs and how we can work together to accomplish our goals. Parents are invited to participate in the Parent Teacher Organization, School Site Council and English Learner Advisory Committee. Parent volunteers provide wonderful support to our classroom teachers. In addition to volunteering in classrooms, families are welcome to attend schoolwide events both academic and non-academic. Our school has an active Parent Teacher Organization, School Site Council, Dual Language Task Force and English Learner Advisory Committee. Parent input is encouraged and valued.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	694	687	163	23.7
Female	331	330	78	23.6
Male	362	356	85	23.9
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	16	16	2	12.5
Black or African American	6	4	1	25.0
Filipino	23	23	6	26.1
Hispanic or Latino	376	372	105	28.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	40	40	13	32.5
White	229	228	35	15.4
English Learners	158	155	48	31.0
Foster Youth	1	1	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	324	319	104	32.6
Students Receiving Migrant Education Services	9	9	1	11.1
Students with Disabilities	147	146	44	30.1

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	0.00	0.00	1.01	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	1.01	0
Female	0	0
Male	1.93	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	1.33	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.87	0
English Learners	0.63	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.54	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.04	0

2023-24 School Safety Plan

The Comprehensive Safe School Plan includes safe school procedures and compliance with laws including child abuse reporting, disaster response, suspension and expulsion policies, notification of teachers of dangerous students, sexual harassment, schoolwide dress codes, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment conducive to learning, rules and procedures on school discipline pursuant to Ed Code sections 35291 and 35291.5, and lock-down procedures. The school plan is reviewed annually with faculty and the School Site Council. A copy of the plan is available for inspection by the public.

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	18	6	1	
1	19	5	1	
2	26		4	
3	26		4	
4	32		3	
5	27		3	
Other	14	4	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	18	4	4	
1	25		3	
2	19	4	2	
3	26		4	
4	29		3	
5	28		4	
Other	13	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	21	2	5	0
1	21	2	3	0
2	24	0	4	0
3	23	0	4	0
4	34	0	0	3
5	29	0	3	0
6	0	0	0	0
Other	11	3	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	0

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

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	12056	4344	7712	84384
District	N/A	N/A	8305	\$89,968
Percent Difference - School Site and District	N/A	N/A	-22.5	3.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	15.6	-0.1

Fiscal Year 2022-23 Types of Services Funded

Gifted and Talented Education (GATE)
 LCAP Supplemental
 Credentialed Music Teacher
 Title I
 Title 3

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 of School Leadership (NISL).

Our elementary level focused professional learning on Orton Gillingham, Ready Mathematics, Professional Learning Communities, and Synergy. Professional learning was grounded in meeting students' academic and social emotional needs post pandemic. Ongoing training and PLC cycles supported learning recovery interventions in the classrooms and extended learning groups. A refocus on ongoing formative assessments and data driven discussions allowed teachers to provide students with prescriptive academic and social emotional interventions and enrichment opportunities. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	32	33	33