



Richland Elementary School

910 Borden Road • San Marcos • (760) 290-2400 • Grades K-5

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



San Marcos Unified School District

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VISION STATEMENT

Richland Elementary School, located within the San Marcos Unified School District, will have a school environment that insures high academic achievement and self-worth for all preschool and transitional kindergarten through fifth grade students. Every student will have an equal opportunity to maximize their learning potential through the core curriculum, support programs and enrichment activities.

Students will be able to develop 21st Century Learning Skills i.e. creativity, communication, critical thinking and collaboration through an integrated Common Core State Standards based curriculum that is differentiated for all students. Individual and group productivity and responsibility will be recognized and rewarded. Students will progress toward college and career ready skills.

The staff is committed to receiving ongoing professional development to attain and retain the skills necessary to meet the needs of a diverse student population. Effective instructional strategies and approaches such as direct instruction, grade level teaming, small group differentiated instruction and inclusion of our Special Education students, Accelerating the Achievement of English Language Learners, implementation of Common Core State Standards, math practices and strategies, rigorous close reading, collaborative conversations and flexible skill groups will be utilized by all teachers to insure student success.

The home, school, and community will be a strong and positive partnership that will work collaboratively to improve academic success and personal well being for all students. To fulfill this goal, all individuals in the partnership will utilize open, constructive communication and will exercise a mutual sense of respect and support for each other.

MISSION STATEMENT

The Richland staff believes that it is our responsibility to teach a rigorous and relevant curriculum to all students in a close partnership between home, school and the community. The effective implementation of this philosophy will instill in our students an appreciation and desire to learn and work hard, the ability to think creatively and critically, and the belief that they will be successful in their future years of schooling and chosen careers.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	114
Grade 2	137
Grade 3	120
Grade 4	126
Grade 5	120
Total Enrollment	759

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	3.6
Filipino	1.7
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	0.1
White	42.2
Two or More Races	6.3
Socioeconomically Disadvantaged	38.6
English Learners	11.2
Students with Disabilities	8.8
Foster Youth	0.3
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Richland Elementary	18-19	19-20	20-21
With Full Credential	39	40	41
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	18-19	19-20	20-21
With Full Credential	◆	◆	929
Without Full Credential	◆	◆	7
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Richland Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Reading Writing Listening and Speaking

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

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

English Language Development (ELD)

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

ELA/ELD Supplemental Instructional Materials

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

Math:

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

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

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

Science:

The district has adopted the Scott Foresman California Science program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. Integration of NGSS grade level standards occur through Benchmark Advance ELA-ELD core curriculum, Mystery Science and Virtual STEAM Innovation . District is in the building awareness phase of NGSS Standards.

Social Studies:

The district has adopted California Reflections published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation. Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/01/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>K-5 Benchmark Advance, adopted in 2016</p> <p>TK- Benchmark Ready to Advance, adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Ready Classroom Mathematics, adopted in 2020</p> <p>iReady</p> <p>SFUSD Math TK Units, adopted in 2019</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Benchmark Advance, adopted in 2016 Virtual STEAM and Innovation, adopted in 2020 Scott Foresman Science, adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt California, adopted in 2007 Reflections Benchmark Advance, adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	See above, adopted in 2013-2020

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Planned Improvements

The physical quality of our school building influences learning and teaching. Our school includes 41 classrooms, library, Makers Space, Professional Development room, and staff lounge. Richland opened in 1960 and provides a quality education for 792 students (as of 11/19/20).. All permanent classroom and MPR have received modernization of the technology infrastructure. All classes have up to date state-of-the-art AV. Regularly scheduled maintenance is done to keep our school building and grounds in excellent working condition.

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.

We are excited that Richland is in plans for a complete rebuilding beginning Fall of 2021 and anticipated to be completed by June 2023.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 09/22/2020 - 09/24/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 25: 2: (D) Vents or surrounding areas are dirty
Interior: Interior Surfaces	Fair	Boys RR: 4: (D) Flooring has damage from cracks, tears, holes, or water damage Electrical : 4: (D) Ceilings have damage from cracks, tears, holes, or water damage K O C: 4: (D) Ceiling tiles are stained Lounge:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing Room 06: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing Room 15: 4: (D) Walls have damage from cracks, tears, holes or water damage Room 28: 4: (D) Ceiling tiles missing, damaged or loose Room 30: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing Room 32: 4: (D) Ceiling tiles are stained Womens RR: 4: (D) Ceiling tiles missing, damaged or loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Lounge: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing Room 04: 7: (D) lighting fixture or bulbs are not working or missing Room 04: 7: (D) lighting fixture or bulbs are not working or missing (D) Lighting covers are missing, damaged, or loose Room 06: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing Room 09: 7: (D) lighting fixture or bulbs are not working or missing Room 17: 7: (D) lighting fixture or bulbs are not working or missing Room 19: 7: (D) lighting fixture or bulbs are not working or missing Room 21: 7: (D) Lighting covers are missing, damaged, or loose Room 30: 4: (D) Ceiling tiles missing, damaged or loose 7: (D) lighting fixture or bulbs are not working or missing

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room P1: 7: (D) lighting fixture or bulbs are not working or missing Room P2: 7: (D) lighting fixture or bulbs are not working or missing Room P3: 7: (D) lighting fixture or bulbs are not working or missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Playing Fields 1: 9: (D) Sink/fountain is dirty
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 31: 15: (D) Loose or damaged thresholds that pose a trip hazard Room 33: 15: (D) Door jambs have excessive scratches and wear marks
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	68	N/A	67	N/A	50	N/A
Math	64	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	48	N/A	42	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Richland Elementary

Parent Involvement Policy

2020-2021

We are living in unusual times since the onset of COVID 19 in our country and world. Under normal circumstances, there are many in person opportunities for parent involvement at Richland. Even though parents are not joining and supporting on campus, the need and desire for community remains. We strongly believe that parents, in partnership with the staff, can and do make a real difference in the success of their children at school. Our tagline is a quote by the Dalai Lama that states, "It is vital that when educating our children's brains we do not neglect to educate their hearts." We are creating an inclusive environment where ALL children work together and learn from each other as we "grow" our children's character and minds.

Home/School Compact

Students, teachers and parents sign the Richland Elementary School Three Way Pledge, which delineates the roles of each in the education process. These agreements serve to focus all stakeholders on the attitudes and behavior needed for learning.

Coffee with the Principal

Parents are invited to virtual Coffee Chats held at the beginning of the school year and each semester. Our other topics range from national and state curriculum, or school specific information, like rebuild updates, school safety and positive school culture and community service projects. This school year we are continuing our focus and communication on the parent involvement and support in their child's academic learning.

Annual Math/Language Arts Nights

Math and Language Arts Presentations will be held online this year to invite parents of students receiving intervention services at Richland Our Fall Language Arts presentation will include children and will have literacy activities and opportunities for parents and their children to interact and learn at home. In the Winter, a similar presentation will be held with a math focus.

Parent/Teacher Conferences

Teachers conference with individual parents mid- February to share information regarding the student's performance and explaining their child's goal setting for the year. In addition, phone calls and written communication throughout the year keep parents abreast of their child's progress. Progress reports are distributed mid-way through each semester to communicate to parents when their children are at risk of receiving a report card academic grade or effort/citizenship grade below standard. Parents are invited to a Zoom conference with teachers at this time.

Parent Feedback

Parents are requested to give feedback each spring regarding the academic and extracurricular programs. Information from this parent survey is used in planning the following year's activities and programs.

Monitoring Student Progress

Parents receive two report cards a year showing their child's progress in each academic area. These reports are in English and Spanish. In addition, progress reports are sent home at the midpoint of each semester for students who are not performing at the grade level standards or exhibiting satisfactory behavior or work habits. The new Smart Balanced Statewide testing will occur in the Spring and results will be sent to the parents during the summer. Parents needing additional explanation are invited to Zoom conference with the teacher or an administrator.

Home/School Communication

Parents are invited to read the online Family Handbook each September. This handbook includes the yearly calendar of events, instructional timelines as well as tips on parent support for students at home. Tips include preparing for parent/teacher conferences, homework help, healthy living, citizenship incentives and discipline procedures, test preparation and supporting readers at home. A weekly E-Blast is emailed home, placed on our website and Facebook Page to keep parents up-to-date on current events at Richland, with our PTO, and within our district. Our Richland website, as well as our PTO run Facebook page, also hosts a plethora of parent resources to encourage home school communication and partnership. We continue to use the School Messenger to give parents quick emails, texts or phone calls of important upcoming events or in the event of an emergency as a quick way to reach all Richland families. The addition this year is the use of Facebook Events to remind families are important upcoming events at Richland.

Parent Training/Education Nights

Virtual opportunities offered during the year to assist parents include:

- ELAC meetings are held 6-8 times a year. Parent education on a variety of topics is included at each meeting.
- Back to School Presentation
- ELA Family Presentation - Fall
- Math Family Presentation - Spring
- Community and County parenting workshops
- GATE parent meeting
- Positive Parenting classes via SMUSD

Continuing this year!

The Richland staff will continue to use the model of a Professional Learning Communities to increase the academic achievement of all students at their weekly Structured Teacher Collaboration Time. We focus on the following:

1. Academic Achievement for ALL students
2. Data Analysis
3. Best Teaching Practices

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

School Safety
SB187 Safety Plan

Date the plan was last approved: October 2020
 Date the plan was last reviewed with staff: 8/17/2020

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

With COVID safety protocols in place, arrival and dismissal to campus is limited this year. The staff monitors school grounds 10 minutes before the start of school and immediately after dismissal. We have crossing guards to help children cross the streets near our school every morning and afternoon. Individual classes practice monthly fire and disaster drills for their students. We ask parents to have children who are walking to return home immediately after school. Additionally, Richland Elementary, along with all elementary schools in San Marcos, have implemented a closed campus before, during and after school. In a normal school year, we use a visitor tracking system (Ident-i -kid) to check visitors name with State Database to ensure all adults on campus are legally permitted.

Teachers work with individual students and may hold classroom meetings to discuss conflicts between students as needed as part of our Restorative Practice curricula. A part-time district counselor works with at-risk students with social skills and conflict resolution.

Suspensions and Expulsions
 (data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	0.7	1.8	1.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	759

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	5		21	3	4	6	23			
1	23		5		24		5		22		5	
2	24		5		24		5		26	5		
3	24		5		26		5		23		5	
4	33		2	2	31		4		31		4	
5	33		2	2	33			4	30		4	
Other**	9	1			10	1			11	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	44	35	

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

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

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

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

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

Various means of professional learning were offered: face-to-face workshops during the regular work day, during school breaks, after school as well as online sessions available for staff. Principals and ELA/ELD and math teacher leaders provided staff development during regularly scheduled staff meeting throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,853	\$50,029
Mid-Range Teacher Salary	\$81,703	\$77,680
Highest Teacher Salary	\$103,282	\$102,143
Average Principal Salary (ES)	\$130,413	\$128,526
Average Principal Salary (MS)	\$134,412	\$133,574
Average Principal Salary (HS)	\$152,000	\$147,006
Superintendent Salary	\$245,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Gifted and Talented Education (GATE)
- LCAP Supplemental
- Credential Music Teacher
- Title I

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9789	3193	6596	84157
District	N/A	N/A	8002	\$80,122
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.0	8.5
School Site/ State	-17.8	4.9

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